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ABSTRACT

This student guide on nutrition contains activities categorized according to the seven dietary guidelines for Americans developed by the United States Department of Health and Human Services and Department of Agriculture. The seven goals for which activities are provided are (1) to eat a variety of foods (daily nutrition guide, nutrients, digestion, recommended dietary allowances, milk and milk products, meat and legumes, vegetables and fruits, bread and cereal), (2) to maintain ideal weight (nutrition and health, development of eating habits, personalizing nutrition, weight control, meal planning, snacking), (3) to avoid too much fat, (4) to eat foods with adequate starch and fiber, (5) to avoid too much sugar, (6) to avoid too much sodium, and (7) if one chooses to drink alcoholic beverages, to do so in moderation. These types of materials and activities are included: word scrambles, evaluation of personal eating habits, creation of food fact sheets, fill-in-the-blank worksheets, charts, crossword puzzles, short answer questions, multiple choice questionnaires, cooking instructions, true or false tests, menu planning, reading labels, and experiments. (YLB)

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THE NEW NUTRITION:

Student's Guide

Developed By:
Home Economics Instructional Materials Center
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Lubbock, Texas 79409

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Lubbock, Texas

In Cooperation With:
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Austin, Texas

CE 034 363

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JUNE, 1982

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INTRODUCTION

Research indicates the American diet is contributing to some of the chronic diseases that affect Americans in later life. Cutting down on calories, fat (especially animal and other saturated fats), cholesterol, sugar, and salt; and eating more whole grains, fruits, and vegetables are positive steps toward reducing heart disease, some cancers, and strokes.

SEVEN DIETARY GUIDELINES FOR AMERICANS

Seven dietary guidelines for Americans have been developed by the U. S. Department of Health and Human Services and the U. S. Department of Agriculture (USDA) to help people make prudent dietary decisions. These dietary goals for the 1980s are:

1. Eat a Variety of Foods.
2. Maintain Ideal Weight.
3. Avoid Too Much Fat, Saturated Fat, and Cholesterol.
4. Eat Foods with Adequate Starch and Fiber.
5. Avoid Too Much Sugar.
6. Avoid Too Much Sodium.
7. If You Drink Alcohol, Do So in Moderation.

The guidelines are suggested for most Americans. They do not apply to people who need special diets because of diseases or conditions that interfere with normal nutrition. These people may require special dietary instructions from trained dietitians.

These guidelines are intended for people who are already healthy. No guidelines can guarantee health or well-being. Health depends on many things, including heredity, lifestyle, personality traits, mental health, attitudes, and environment, in addition to the diet.

Food alone cannot make you healthy. But good eating habits based on moderation and variety can keep you healthy and even improve your present health.

DAILY FOOD GUIDE

All of the foods we eat have been categorized into five groups. Together, these groups, named in the USDA Daily Food Guide, make up a complete diet. Four of the groups–Vegetable and Fruit, Bread and Cereal, Milk and Milk Products, Meat and Legumes–supply the nutrients the body needs, as well as all needed calories for energy. The nutrients these four groups supply are vitamins, minerals, carbohydrates, and proteins. The fifth group, Fats, Sweets, and Alcohol, provide mostly calories and little nutrients. This group's contribution to health is more limited than that of the other groups.

Group	Source	Servings Daily
Vegetable and Fruit	Includes all vegetables and fruits.	Four. Include one good vitamin C source each day. Frequently include deep yellow or dark green vegetables (for vitamin A) and unpeeled fruits and vegetables and those with edible seeds, such as berries (for fiber).

Group	Source	Servings Daily
Meat and Legumes	Includes beef, veal, lamb, pork, poultry, fish, shellfish (shrimp, oysters, crab), dry beans or peas, soybeans, lentils, eggs, seeds, nuts, peanuts, and peanut butter.	Two.
Fats, Sweets, and Alcohol	Includes foods like butter, margarine, mayonnaise and other salad dressings, other fats and oils; candy, sugar, jams, jellies, syrups, sweet toppings, and other sweets; soft drinks and other highly sugared beverages; alcoholic beverages, such as wine, beer, and liquor. Also included are refined but unenriched breads, pastries, and flour products.	No Recommended Number of Servings.

Individuals can personalize the Guide to their individual caloric needs. How many calories an individual needs depends on how much energy is used each day. Generally, older people need fewer calories than younger people, women fewer than men, and bridge players and bookkeepers fewer than tennis players and construction workers. Persons who are overweight can cut portions from the fifth group, then, if needed, cut portion sizes from the other groups. Persons who are underweight can eat larger or additional portions from the first four groups and include some foods from the fifth group.

Dietary Guideline 1:

EAT A VARIETY OF FOODS

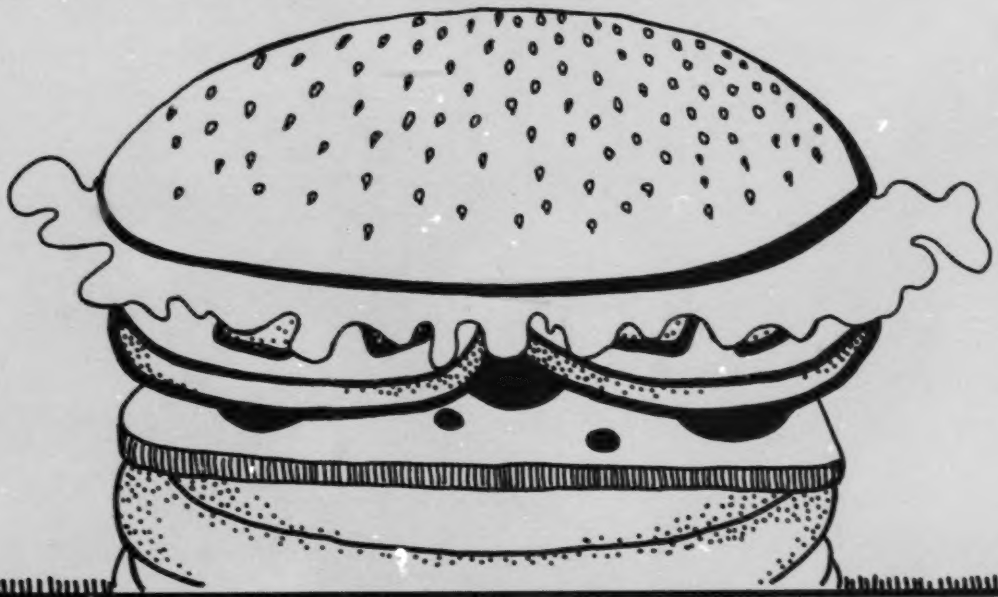
A. Daily Food Guide

Student Activity 1

HOW A CHEESEBURGER TURNS INTO FOOD GROUPS

DIRECTIONS
In the blank to the right of each part of the cheeseburger fill in the food group that represents each part.

How could the cheeseburger be altered to increase its nutritive value?



FOOD	FOOD GROUPS
Bun	
Lettuce	
Tomato	
Cheese	
Meat	
Mayonnaise	
Bun	

Student Activity 2

FOOD GROUP ROUNDUP

DIRECTIONS

1. Unscramble the food words below. Use one letter for each blank. Each unscrambled word is a nutritious food choice.
2. Find the Secret Word(s) by unscrambling the circled letters.
3. In one sentence tell how the Secret Word(s) is related to the other words.
4. At the bottom of the page, place each unscrambled word into the appropriate food group of the Daily Food Guide.

1. T S C U B I S I ○ _ _ _ _ _ _ _
2. H L L S I F S E H _ _ _ ○ _ _ _ _ _
3. P L C N E A T U A O ○ _ _ _ _ _ _ _ _ _
4. S N O E L O D _ _ _ ○ _ _ _
5. N C M O R A I A _ ○ _ _ _ _ _ _
6. E F E B _ ○ _ _
7. T G Y R U O _ _ _ _ _ ○
8. N E Y S B O S A _ _ _ _ _ ○ _ _
9. E P T R A S I S _ _ _ _ _ _ ○ _
10. G T A C T O E S C E E H E _ _ _ _ _ ○ _ _ _ _ _ _ _
11. S N E I T G A N R E _ _ ○ _ _ _ _ _ _ _
12. D L S A A I S G N S R D E _ _ _ _ ○ _ _ _ _ _ _ _ _

SECRET WORD(S): _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

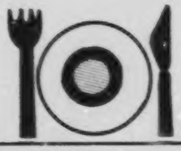
DAILY FOOD GUIDE

MILK/MILK PRODUCTS	MEAT/ LEGUMES	VEGETABLE/ FRUIT	BREAD/ CEREAL	FATS/ SWEETS/ ALCOHOL
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________

Student Activity 3

WATCH YOUR MOUTH

DIRECTIONS
Watch your mouth for three days and record everything that goes in. Be as specific as you can. List portions (cups, tablespoons, teaspoons, ounces, pounds, etc.). Be sure to list everything that goes into your mouth. Don't forget snacks and drinks.



Day 1

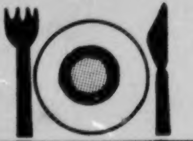
TIME:	FOOD:	AMOUNT:
TIME:	FOOD:	AMOUNT:
TIME:	FOOD:	AMOUNT:
TIME:	FOOD:	AMOUNT:
TIME:	FOOD:	AMOUNT:
TIME:	FOOD:	AMOUNT:

Student Activity 3

WATCH YOUR MOUTH

DIRECTIONS

Watch your mouth for three days and record everything that goes in. Be as specific as you can. List portions (cups, tablespoons, teaspoons, ounces, pounds, etc.). Be sure to list everything that goes into your mouth. Don't forget snacks and drinks.



Day 2

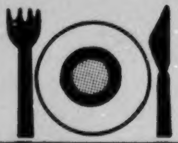
TIME:	**FOOD:**	**AMOUNT:**
TIME:	**FOOD:**	**AMOUNT:**
TIME:	**FOOD:**	**AMOUNT:**
TIME:	**FOOD:**	**AMOUNT:**
TIME:	**FOOD:**	**AMOUNT:**
TIME:	**FOOD:**	**AMOUNT:**

Student Activity 3

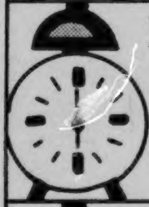
WATCH YOUR MOUTH

DIRECTIONS

Watch your mouth for three days and record everything that goes in. Be as specific as you can. List portions (cups, tablespoons, teaspoons, ounces, pounds, etc.). Be sure to list everything that goes into your mouth. Don't forget snacks and drinks.



Day 3

TIME:	**FOOD:**	**AMOUNT:**
TIME:	**FOOD:**	**AMOUNT:**
TIME:	**FOOD:**	**AMOUNT:**
	✓	
TIME:	**FOOD:**	**AMOUNT:**
 **TIME:**	**FOOD:**	**AMOUNT:**
TIME:	**FOOD:**	**AMOUNT:**

Student Activity 4

DAILY FOOD GUIDE MATCH-UP

Classify your food choices into the food groups in the Daily Food Guide. How do you match up with the recommended daily servings from the food groups? Place a "+" or "–" in the appropriate food group column following each of your food choices to indicate whether you are eating more or fewer of the recommended servings.

Day	Food	Milk/Milk Products	Meat/ Legumes	Vegetable/ Fruit	Bread/ Cereal	Fats/Sweets/ Alcohol

Student Activity 5

HOW MUCH DO YOU KNOW ABOUT THE FOOD YOU EAT?

DIRECTIONS

Create a fact sheet about a specific food, like rice. Using the fact sheet create a crossword puzzle, word search, or game to share with the class. Exchange fact sheets and games to learn more about the foods you eat.

A Few Facts ______________________________

____

____

History ______________________________

____

____

By-Products ______________________________

Nutritive Value ______________________________

____

____

Food Group ______________________________

Forms Available To Consumer ______________________________

____

____

Ways Eaten ______________________________

____

____

References ______________________________

____

____

____

____

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Student Activity 6

TRY YOUR LUCK AS SHERLOCK HOLMES

The following perplexing case is waiting to be unlocked. Find the missing clues . . .

A fresh, red apple disappeared from Ted's backpack after tonight's basketball game. The crime was discovered at 9:00 p.m. when Ted reached for the apple and discovered this note: "I just had to commit this crime. My diet was not balanced today!" Signed: "Longing to be Balanced"

The suspects are Ted's three friends: Fred, Pat, and Ann.

	BREAKFAST	LUNCH	DINNER	SNACKS
Fred	cheese crackers banana	school lunch: (barbeque on bun, coleslaw, milk)	fish green beans rice milk	pudding orange granola
Pat	egg toast grapefruit milk	school lunch: (barbeque on bun, coleslaw, milk)	chicken rice green beans frozen yogurt milk	peanut butter and raisins on English muffin tangerine
Ann	orange juice bran flakes milk whole wheat toast	school lunch: (barbeque on bun, coleslaw, milk)	chicken rice broccoli ice cream water	granola milk

Who did it?

How do you know?

Dietary Guideline 1:

EAT A VARIETY OF FOODS

B. Nutrients

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Student Activity 1

GET ACQUAINTED WITH GOOD NUTRITION

Nutrients are interesting and important. How well do your classmates know them? Write the name of one of your classmates who knows or does each of the following:

Name	Response	
______	______	1. Ate a source of vitamin C for breakfast
______	______	2. Knows the function of protein in the body
______	______	3. Can name the mineral that dentists recommend for strong teeth
______	______	4. Likes to eat a good source of iron
______	______	5. Jogs one mile a day and can name a nutrient that provides the energy
______	______	6. Knows a substance that is necessary for the body to make use of some vitamins
______	______	7. Can name a trace element
______	______	8. Knows the vitamin that keeps your skin healthy
______	______	9. Can name the five groups in the Daily Food Guide
______	______	10. Likes to eat a food rich in vitamin A
______	______	11. Can name a function of fats in the diet
______	______	12. Ate a source of carbohydrates yesterday
______	______	13. Knows why rabbits don't wear glasses
______	______	14. Can name two minerals teens often lack
______	______	15. Knows what vitamin is supplied by sunshine

Student Activity 2

NUTRIENTS AND YOU

DIRECTIONS
Complete the blanks in the information about nutrients. Use facts supplied by your teacher or in current nutrition references.

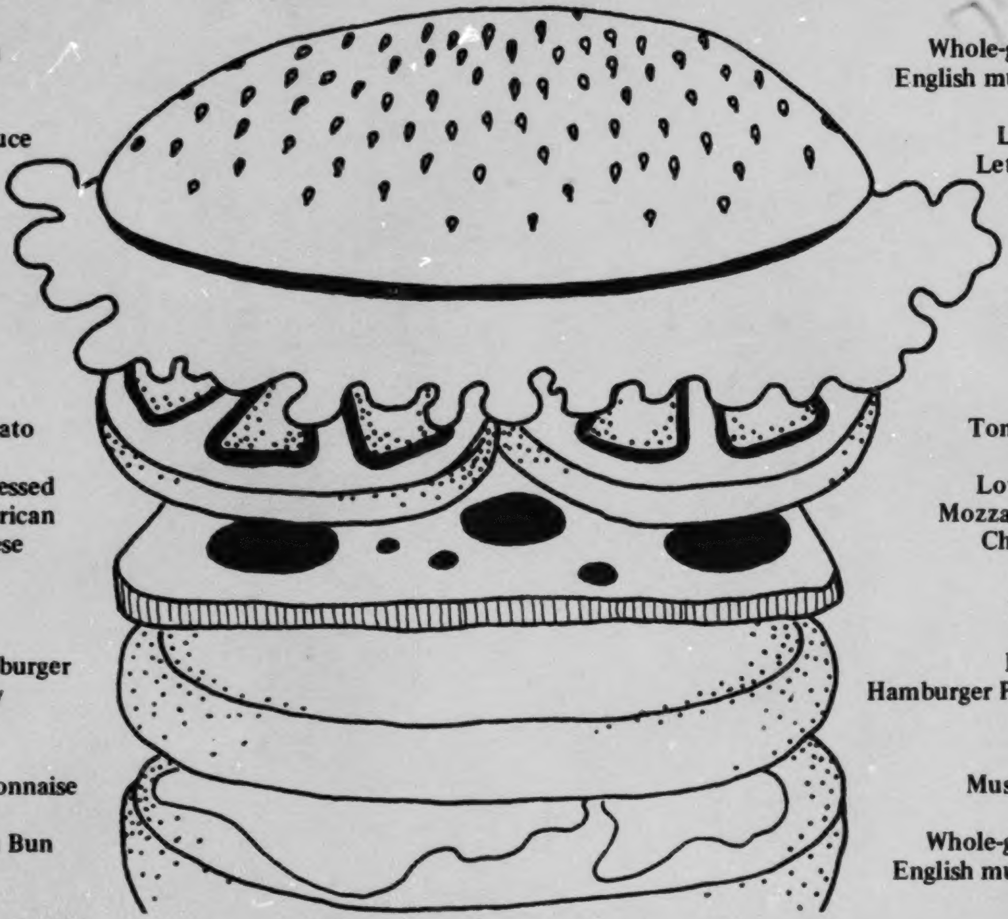
FOODS	NUTRIENTS (sources)	HOW USED
Milk and Milk Products Group	______	Builds strong bones and teeth, helps clot blood
children under 9 – ____ servings children 9-12 – ____ servings teens – ____ servings adults – ____ servings pregnant women – ____ servings nursing mothers – ____ servings	______	Helps calcium build strong bones and teeth, aids cells in producing energy
	______	Aids growth of new tissue and repair of body cells, promotes growth, provides energy
	______ (depends on choice of dairy food)	Helps produce energy, calories; helps fight infection;
	______	Carries fat soluble vitamins
Meat and Legumes Group ____ servings	______	Aids growth of new tissue and repair of body cells; promotes growth; provides energy
	______ (liver and other lean meats)	Prevents some types of anemia; helps cells use oxygen; helps form red blood cells
	______	Helps produce energy; promotes healthy nervous system; makes body cells work properly

Vegetable and Fruit Group	____	Make body cells work properly
____ servings	____ (in dark green and yellow vegetables, such as turnip greens, carrots, squash, sweet potatoes)	Promotes good eyesight; helps keep skin healthy; promotes growth
	____ (in citrus fruits, strawberries, mustard and turnip greens, tomatoes, potatoes)	Helps hold body cells together; helps wounds heal; helps teeth and bones develop
	____ (in raw vegetables and fruits, especially skins and seeds) **Starch** **Cellulose**	Provide fiber, which aids in digestion and elimination
Bread and Cereal Group	____	Provide energy
____ servings	____ **Starches** (bread, potatoes, corn, grits)	Provide energy as well as other nutrients
	____	Make body cells work properly
	____	Helps produce energy; promotes healthy nervous system; makes body cells work properly
	____	Prevents some types of anemia; helps cells use oxygen; helps form red blood cells;
Fats, Sweets, and Alcohol	____ (butter, margarine, salad dressings, sauces, gravies, cream)	Provide energy and calories (a unit of energy); carries fat-soluble vitamins (vitamins A and D)
	____ (candy, soft drinks, honey, syrups, pastries)	Provide energy only
Also Necessary: Water	**Water** (beverages, soups, fruits, vegetables)	Is an essential part of every body cell; helps to regulate body temperature; is not always considered a nutrient, but is necessary for the body to make use of many nutrients.

Student Activity 3

HOW A CHEESEBURGER TURNS INTO NUTRIENTS

THIS	OR	THIS
Plain Bun		Whole-grain English muffin
Lettuce		Leafy Lettuce
Tomato		Tomato
Processed American Cheese		Lowfat Mozzarella Cheese
Hamburger Patty		Lean Hamburger Patty
Mayonnaise		Mustard
Plain Bun		Whole-grain English muffin



DIRECTIONS

For the most nutritious cheeseburger, which ingredients would you select? Circle them above. On the chart below, list the ingredients you chose for the cheeseburger, the food group each represents, and the main nutrient(s) provided.

Part of Cheeseburger	Food Group	Main Nutrient(s) Provided
1. ____________	____________	____________
2. ____________	____________	____________
3. ____________	____________	____________
4. ____________	____________	____________
5. ____________	____________	____________
6. ____________	____________	____________

Student Activity 4

CAN YOU CRACK THE SAFE?

DIRECTIONS
The Central High FHA/HERO president has a problem. The results of the nutrition education poster contest are to be announced today. After the posters were judged, the results were locked in the principal's safe. The principal is ill today and the secretary says the combination is written in code. If you can break the code, the winners can be announced as planned. Here is the code:

Turn the dial. . .

	NUTRIENT	COMBINATION
1. **Right** to a nutrient, found in bread, fruit, and cereal, that gives you energy	_ _ _ _ _ _ _ ○ _ _ _ _	R–____
2. **Left** to a nutrient that provides your body with an energy reserve	○ _ _	L–____
3. **Right** to a nutrient found in peanut butter and soybeans that helps you grow	_ _ _ ○ _ _ _	R–____
4. **Left** to a nutrient that helps to control body processes	_ _ _ _ ○ _ _	L–____
5. **Right** to a nutrient that becomes part of your body, such as bones, tissues, fluids	_ _ _ _ _ _ ○	R–____
6. **Left** to a nutrient that helps regulate body temperature	○ _ _ _ _	L–____

Substitute the numbers in the code below for each circled letter. Write the number in the blank to the right of each word. You have discovered the combination to the safe–and to good nutrition!!!

D=1 M=4

F=2 T=5

L=3 W=6

Student Activity 5

FOOD PROVIDES NUTRIENTS

DIRECTIONS

Use the chart below to determine the contributions the foods you eat make to your nutrition each day. Keep a record for three days or use the earlier food diary. Place a check mark in the appropriate column to indicate the food group to which each food belongs. Use a Nutritive Value of Foods Chart to discover the major nutrients supplied by each food.

Day	Food	B/C	Milk	V/F	Meat	F/S/A	Nutrient

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Dietary Guideline 1:

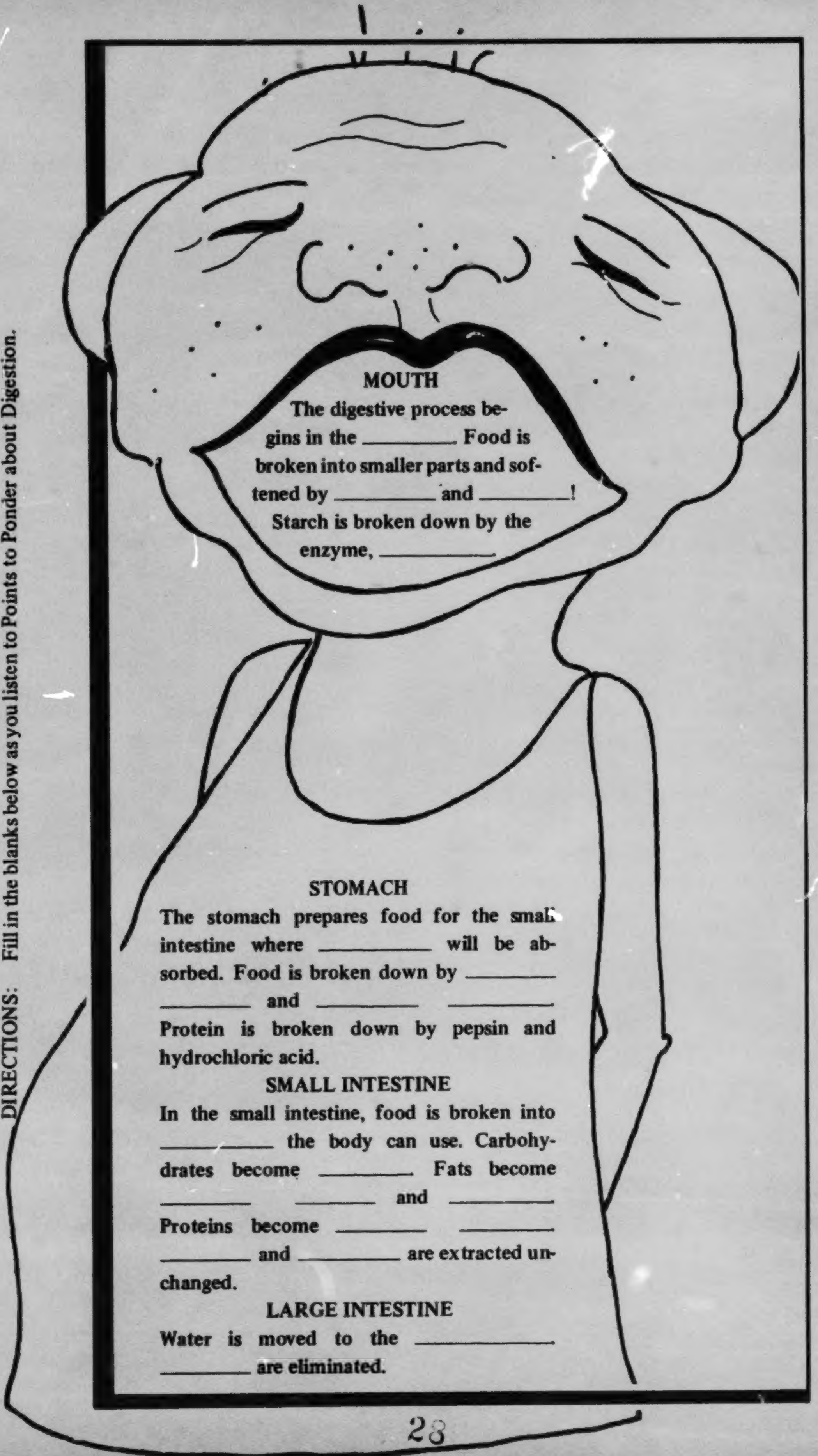
EAT A VARIETY OF FOODS

C. Digestion

Student Activity 1

HOW THE BODY USES FOOD

DIRECTIONS: Fill in the blanks below as you listen to Points to Ponder about Digestion.



MOUTH

The digestive process begins in the ________. Food is broken into smaller parts and softened by ________ and ________! Starch is broken down by the enzyme, ________.

STOMACH

The stomach prepares food for the small intestine where ________ will be absorbed. Food is broken down by ________ ________ and ________ ________. Protein is broken down by pepsin and hydrochloric acid.

SMALL INTESTINE

In the small intestine, food is broken into ________ the body can use. Carbohydrates become ________. Fats become ________ ________ and ________. Proteins become ________ ________. ________ and ________ are extracted unchanged.

LARGE INTESTINE

Water is moved to the ________. ________ are eliminated.

Student Activity 2

DIGESTION SEEK AND FIND

Find the words in this scramble that match the definitions below. Circle the word in the word scramble, then write it in the blank, following its definition.

1. Process which transforms food into a form the body can use. _ _ _ _ _ _ _ _ _
2. A substance which can produce chemical changes in food. _ _ _ _ _ _
3. Liquids which soften food in the mouth. _ _ _ _ _ _
4. An enzyme that begins to digest starch into sugars. _ _ _ _ _ _ _
5. Moves chewed food to the stomach after food is swallowed. _ _ _ _ _ _ _ _ _
6. Liquid secreted by the liver to aid in the digestive process. _ _ _ _
7. A feeling of being full after eating. _ _ _ _ _ _ _
8. The upper part of the small intestine. _ _ _ _ _ _ _ _
9. A compact form of sugar for storage. _ _ _ _ _ _ _ _
10. The building blocks of protein. _ _ _ _ _   _ _ _ _ _ _
11. A simple sugar used by the body for energy. _ _ _ _ _ _ _
12. Tiny hair-like projections that line the wall of the small intestine. _ _ _ _ _
13. Helps food pass through the digestive process and aids in elimination. _ _ _ _ _
14. Form of fat which body uses for energy. _ _ _ _ _   _ _ _ _ _ _
15. Wave-like contractions that move food along the digestive tract. _ _ _ _ _ _ _ _ _ _ _   _ _ _ _ _ _
16. Substance produced by the stomach to break down food. _ _ _ _ _ _ _   _ _ _ _ _

```
T F M H J R O D C S E E S O P H A G U S T
A D O D U O D E N U M I L N O A N V P E S
G H T O S U D P R Q E B V I L L I O A V G
L J E D M F B O P Y T A L I N E V P L A D
Y R U B I L E E J S B L T Y P P Y I O W U
C B L A S G O R I G A S T R I C J U I C E
O W C M B U E A L N N C D E S B L R Y I O
G S E U L B H S I T T S L L H E O T A T P
E T A N I O G A T E O Y O Z M P E Y T L F
N S O F P I N Y G I H E A Y P I R N B A S
B O T Z Q R T S L E O T Z P T R S N B T E
C G L U C O S E E M E N A A T R A B Y S D
R I O D I N E Z W A E U S L N R L G I I F
N N C D E S E O A M R H I T N O I I V R A
A M I N O A C I D S B K P L T E V O R E A
L H J L T T A W P O F M S P U T A F Y P M
B K F A T T Y A C I D S R A E M A T T Y P
```

Dietary Guideline 1:

EAT A VARIETY OF FOODS

D. Recommended Dietary Allowances (RDAs)

Student Activity 1

HOW MUCH DO YOU NEED?

DIRECTIONS

To determine your personal nutritional requirements, find your age group on the RDS chart below. Circle the line which gives nutritional requirements for your age group.

Recommended Daily Dietary Allowances, Revised 1980[1], Food and Nutrition Board National Academy of Sciences - National Research Council, Designed for the maintenance of good nutrition of practically all healthy people in the U.S.A.

							Fat-Soluble Vitamins			Water-Soluble Vitamins							Minerals					
	Age (years)	Weight (kg)	(lbs)	Height (cm)	(in)	Protein (g)	Vitamin A (RE)	Vitamin D (µg)	Vitamin E (mg)	Vitamin C (mg)	Thiamin (mg)	Riboflavin (mg)	Niacin (mg)	Vitamin B6 (mg)	Folacin (µg)	Vitamin B12 (µg)	Calcium (mg)	Phosphorus (mg)	Magnesium (mg)	Iron (mg)	Zinc (mg)	Iodine (µg)
Infants	0.0-0.5	6	13	60	24	kg X 2.2	420	10	3	35	0.3	0.4	6	0.3	30	0.5	360	240	50	10	3	40
	0.5-1.0	9	20	71	28	kg X 2.0	400	10	4	35	0.5	0.6	8	0.6	45	1.5	540	360	70	15	5	50
Children	1-3	13	29	90	35	23	400	10	5	45	0.7	0.8	9	0.9	100	2.0	800	800	150	15	10	70
	4-6	20	44	112	44	30	500	10	6	45	0.9	1.0	11	1.3	200	2.5	800	800	200	10	10	90
	7-10	28	62	132	52	34	700	10	7	45	1.2	1.4	16	1.6	300	3.0	800	800	250	10	10	120
Males	11-14	45	99	157	62	45	1000	10	8	50	1.4	1.6	18	1.8	400	3.0	1200	1200	350	18	15	150
	15-18	66	145	176	69	56	1000	10	10	60	1.4	1.7	18	2.0	400	3.0	1200	1200	400	18	15	150
	19-22	70	154	177	70	56	1000	7.5	10	60	1.5	1.7	19	2.2	400	3.0	800	800	350	10	15	150
	23-50	70	154	178	70	56	1000	5	10	60	1.4	1.6	18	2.2	400	3.0	800	800	350	10	15	150
	51+	70	154	178	70	56	1000	5	10	60	1.2	1.4	16	2.2	400	3.0	800	800	350	10	15	150
Females	11-14	46	101	157	62	46	800	10	8	50	1.1	1.3	15	1.8	400	3.0	1200	1200	300	18	15	150
	15-18	55	120	163	64	46	800	10	8	60	1.1	1.3	14	2.0	400	3.0	1200	1200	300	18	15	150
	19-22	55	120	163	64	44	800	7.5	8	60	1.1	1.3	14	2.0	400	3.0	800	800	300	18	15	150
	23-50	55	120	163	64	44	800	5	8	60	1.0	1.2	13	2.0	400	3.0	800	800	300	18	15	150
	51+	55	120	163	64	44	800	5	8	60	1.0	1.2	13	2.0	400	3.0	800	800	300	10	15	150
Pregnant						+30	+200	+5	+2	+20	+0.4	+0.3	+2	+0.6	+400	+1.0	+400	+400	+150	a	+5	+25
Lactating						+20	+400	+5	+3	+40	+0.5	+0.5	+5	+0.5	+100	+1.0	+400	+400	+150	a	+10	+50

[a] Iron Supplement recommended during pregnancy and lactation.

[1] **Dairy Council Digest** 51 (March-April 1980); p. 8 by the National Dairy Council.

Student Activity 2

HOW MUCH DID YOU GET?

DIRECTIONS
To detemine whether you are getting all of the nutrients you need, complete the chart on the next page, and evaluate your nutrient intake following the steps below.

Step 1: Choose one day from the food diary, Watch Your Mouth, which you completed earlier, or write down everything you ate yesterday. You will need to know the amount of food eaten (1 cup, 1 piece, 12 oz.), how it was prepared (baked, broiled, fried), and the ingredients used (spaghetti, ground meat, tomato sauce). List the foods you ate and the amount of each in the Food and Amount column on the chart.

Step 2: Use a Table of Food Values to determine the amounts of nutrients you received from the foods you ate. Note the amounts in the appropriate columns on the chart. For less common foods, use the nutrient amounts for a similar food.

Step 3: Tally the nutrients you obtained at breakfast, lunch, dinner, and from snacks. Write the totals in the spaces provided.

Step 4: Find your total intake of each nutrient for the day. Write the totals in the spaces provided at the bottom of the chart for Total Nutrient Intake.

Step 5: Note the amounts of each nutrient you needed in the space provided for RDA Goal. This is the information you circled on the chart in Student Activity 1: How Much Do You Need?

Step 6: Compare your nutrient intake with your RDA goal. Note any differences between the two, using a plus (+) if your intake was greater than your RDA goal and a minus (–) if your intake was less than your RDA goal.

Step 7: Evaluate your daily food intake by answering the following questions:

Which nutrient amounts were above your recommended RDA? ____________________

____

Which nutrient amounts were below your recommended RDA? ____________________

____

Which nutrients were more than 10 percent less than recommended?

____

What foods could you eat to increase your intake of those nutrients?

____

TALLY YOUR NUTRITION SCORE

Food & Amount	Protein	Vitamin A	Vitamin C	Thiamine	Riboflavin	Niacin	Calcium	Iron
Breakfast Totals								
Lunch Totals								
Dinner Totals								
Snack Totals								
Total Nutrient Intake								
RDA Goal								
Difference								

Student Activity 3

WHAT'S ON THE LABEL?

I. STUDY A PACKAGE LABEL AND LIST THE FOLLOWING INFORMATION

Brand Name ____________________

Name of Product ____________________

Net Weight ____________________

Ingredients ____________________

____

Name and Address of Packer or Distributor ____________________

____

Other Product Information ____________________

____

II. COMPLETE THE NUTRITIONAL LABEL

Nutritional Information for One Serving

Serving Size ________	Servings per Container ________
Calories ________	Carbohydrate ________
Protein ________	Fat ________

Percentage of U.S. Recommended Daily Allowances (USRDA) per ______ Serving

Protein ________	Niacin ________
Vitamin A ________	Calcium ________
Vitamin C ________	Iron ________
Thiamin ________	Phosphorus ________
Riboflavin ________	Magnesium ________

Other Nutrients That May Be Listed Include:

Vitamin B 12 ________	Vitamin B 6 ________
Pantothenic Acid ________	Magnesium ________
Zinc ________	Cholesterol ________

Others: ____________________

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Dietary Guideline 1:

EAT A VARIETY OF FOODS

E. Milk and Milk Products

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Student Activity 1

FACTS ABOUT MILK AND MILK PRODUCTS

DIRECTIONS
Complete the blanks in the information about nutrients. Use facts supplied by your teacher or in current nutrition references.

HOW MUCH FOR YOU?

Children under 9 ________ servings

Children 9 to 12 ________ servings

Teens ________ servings

Adults ________ servings

Pregnant women ________ servings*

Nursing mothers ________ servings

WHAT'S A SERVING?

SOURCE	SERVING SIZE
Milk: whole, lowfat, skim, evaporated, buttermilk, nonfat dry milk	____ = ________

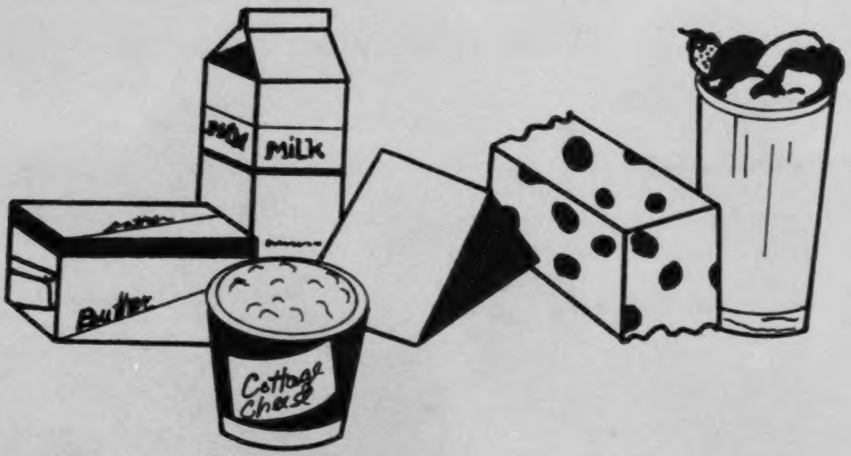
Common serving sizes of dairy products and their milk equivalents in calcium:

1 cup plain yogurt = ____ cup milk
1 ounce cheese (Cheddar or Swiss) = ____ cup milk
1 ounce processed cheese food = ____ cup milk
½ cup ice cream or milk = ____ cup milk
1 tablespoon Parmesan cheese = ____ cup milk
½ cup cottage cheese = ____ cup milk

* The March of Dimes recommends 4 servings.

WHAT'S IN IT FOR YOU?

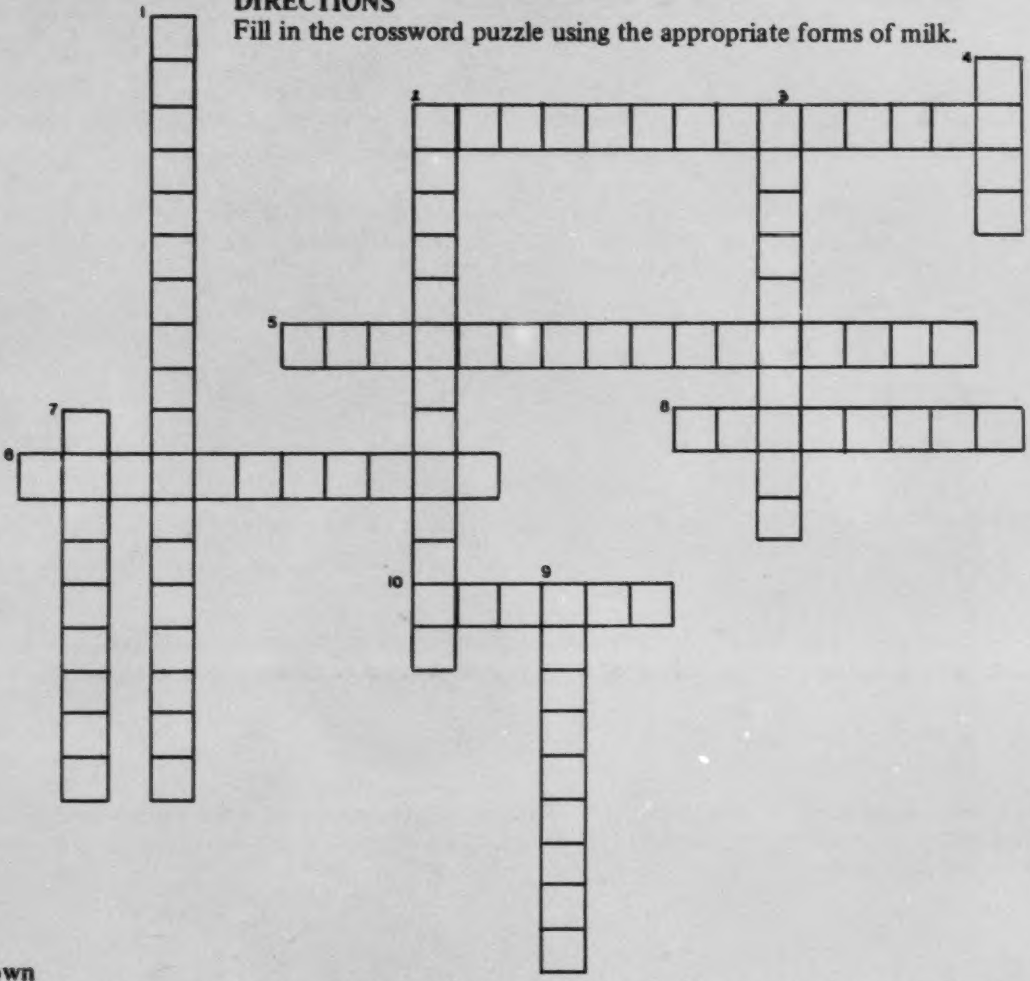
NUTRIENT	FUNCTION
Minerals	
______________	Helps make strong bones and teeth Helps blood clot Regulates heart, nerves, and muscles
______________	Works with calcium to make strong bones and teeth Helps cells produce energy
Vitamins	
______________ (in fat content of milk)	Promotes vision in darkness Helps body resist infection Promotes healthy skin and hair Promotes growth
______________	Helps produce energy Promotes healthy tissue around eyes and mouth Helps fight infection
______________ (in fortified milk)	Helps calcium and phosphorus build strong bones and teeth



Student Activity 2

MILK -- FIND THE FORM THAT FITS

DIRECTIONS
Fill in the crossword puzzle using the appropriate forms of milk.



Down

1. Canned milk used for desserts from which approximately 60 percent of the water has been removed and approximately 45 percent sugar has been added.
2. Whole milk which has chocolate flavor added.
3. Canned milk from which about 60 percent of the water has been removed.
4. Milk from which the fat has been removed.
7. Skim milk from which the water has been removed.
9. Milk to which vitamins have been added.

Across

2. Skim milk which has chocolate flavor added.
5. Whole milk heated to destroy harmful organisms.
6. Milk which has been forced through small openings to distribute fat particles evenly.
8. Vitamin which is commonly added to milk.
10. Milk which contains between .5 and 2.0 percent fat.

Student Activity 3

STORING MILK AND MILK PRODUCTS-- WHAT WOULD YOU DO?

DIRECTIONS
Imagine yourself in the situations described below. Remembering that proper storage protects the nutritive value and flavor of milk, make the appropriate decision for each situation.

1. You rushed in from the grocery store just in time to leave for the pep rally. You left the bag of groceries on the kitchen counter. Three hours later you returned to find the groceries on the counter. Place a check by the foods which may have spoiled.

_____ fresh whole milk
_____ cottage cheese
_____ yogurt
_____ skim milk
_____ sweetened condensed milk
_____ evaporated milk
_____ nonfat dry milk
_____ ice cream
_____ ice milk

2. You are responsible for preparing the family dinner. You used part of a can of evaporated milk. The open can needs to be stored. Where would you place the leftover evaporated milk?

3. You stopped by the grocery store for an afterschool snack. Yogurt is what you are craving. While you are in the checkout line you notice the expiration date was one week earlier. What would you do?

4. It's lunch time and you are starving! You reach into the refrigerator for the cottage cheese. You notice that the cottage cheese has separated and the expiration date has been smeared. What would you do?

5. You're making whole-wheat oatmeal cookies for a slumber party tonight. You discover there is no fresh whole, or lowfat milk. In the pantry you find nonfat dry milk. What would you do? Where would you store the reconstituted milk?

6. Rummaging throught the freezer for a snack, you find a carton of vanilla ice cream. Your brother tells you it must be at least four months old. What would you do?

7. You saw an ad in the newspaper about an excellent buy on Cheddar cheese. The cheese must be purchased in five-pound packages. You'll not be able to eat the entire five pounds in the next few weeks. Where would you store the cheese?

Student Activity 4

SELECTING MILK AND MILK PRODUCTS-- BE CHOOSY

DIRECTIONS
Imagine yourself in these situations. Indicate and explain your decision. As you read each situatio[illegible] consider the many factors that could influence your decision.

1. A friend, who is on a diet to lose weight, is spending the night with you. You're making breakfast. What form of milk would you choose to help your friend stay on the diet?

_____ fresh, whole milk
_____ nonfat dry milk
_____ skim milk
_____ chocolate milk

Explain:

2. You live alone and use milk infrequently in food preparation. What form of milk would you choose?

_____ sweetened condensed milk
_____ evaporated milk
_____ nonfat dry milk
_____ fresh, whole milk

Explain:

3. Panic . . . You finally step on the scales and realize you are 15 pounds over the accepted weight for your height, body frame, and age group. How can you alter your daily intake of milk and milk products to reduce fat and sugar? Make suggestions for alternative milk and milk products to be used in the following menus:

BREAKFAST	Alternative Milk or Milk Product
Peanut butter and raisins	
Whole-wheat English muffin	
Chocolate milk	

LUNCH	Alternative Milk or Milk Product
Tuna salad	
Celery sticks	
Milkshake	

DINNER	Alternative Milk or Milk Product
Broiled chicken	
Green salad	
Carrots	
Bread	
Ice cream	

SNACK	Alternative Milk or Milk Product
Cheddar cheese	
Whole-wheat crackers	

What dairy products would you want to avoid in order to decrease fat and sugar in your daily food intake? What dairy products would you want to include?

AVOID		INCLUDE	
High-fat	High-sugar	Low-fat	Low-sugar

Dietary Guideline 1:

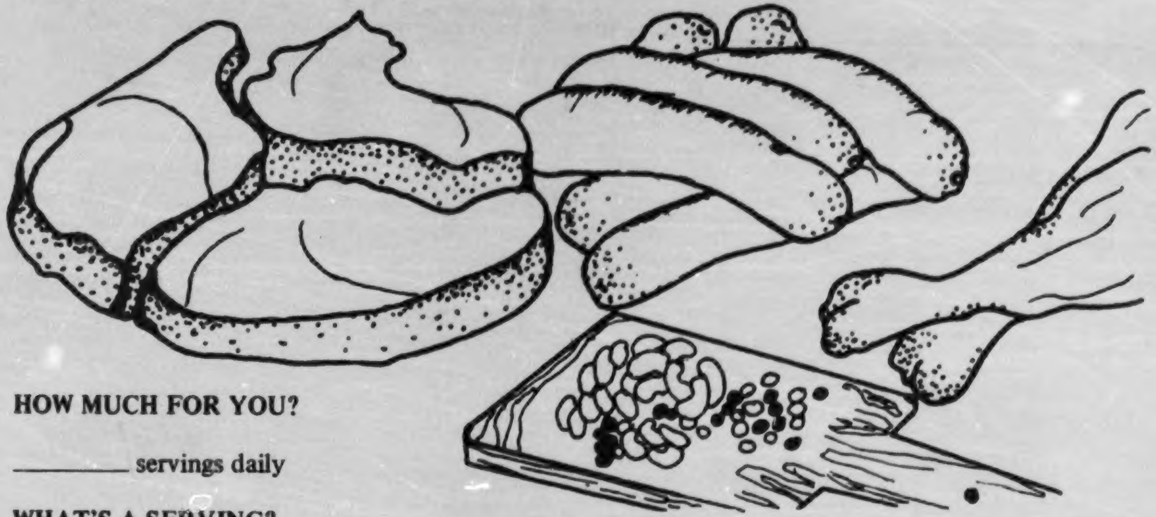
EAT A VARIETY OF FOODS

F. Meat and Legumes

Student Activity 1

MEAT AND LEGUMES

DIRECTIONS
Complete the blanks in the information about meat and legumes.



HOW MUCH FOR YOU?

________ servings daily

WHAT'S A SERVING?
Sources include: beef, veal, lamb, pork, poultry, fish, shellfish (shrimp, oysters, etc.), organ meats (liver, kidneys, etc.), dry beans or peas, soybeans, lentils, eggs, seeds, nuts, peanuts, and peanut butter.

SERVING SIZE:
- Lean cooked meat, poultry or fish ____________________
- Eggs (scrambled, fried, hard/soft cooked, poached) ____________________
- Dry beans or dry peas, soybeans, or lentils ____________________
- Peanut butter ____________________

WHAT'S IN IT FOR YOU?

NUTRIENT	FUNCTION
____________________	Makes up part of all body cells Helps build and repair body cells Promotes growth Provides energy Helps form enzymes, some hormones, and antibodies

NUTRIENT	FUNCTION
Minerals	
______________________	Teams up with calcium to make strong bones and teeth Helps cells produce energy Helps the body use nutrients
______________________	Carries oxygen in the blood
Vitamins	
______________________	Helps body use protein Needed for growth and maintenance of body functions
______________________	Promotes normal development of red blood cells Aids healthy functioning of all cells

Student Activity 2

MISSION: COMPLETION

The cafeteria delivery van from Well-Balanced High arrived at the school at 10 a.m. Tuesday. Members of the opposing football team from Weakly High, dressed as delivery personnel, sneaked aboard the van and unloaded half the protein items. They were hoping their theft of protein would weaken the football team since protein functions as a body-builder. The football game with Weakly High is this weekend. Your mission, should you decide to accept it, is to help the cafeteria personnel select foods which will combine with the remaining foods to yield complete proteins. Should you fail in your assignment, not only may Well-Balanced High lose the game, but you will lose essential amino acids.

1. Write the food which best combines with the foods listed below to supplement the incomplete protein listed on the left:

Macaroni ______________________________

Cereal ______________________________

Dried Peas ______________________________

Baked beans ______________________________

Rice ______________________________

Tortillas ______________________________

Noodles ______________________________

Refried beans ______________________________

2. What food sources yield complete protein?

3. What food sources yield incomplete proteins?

4. What distinguishes complete from incomplete proteins?

Student Activity 3

IT'S ALL IN THE CUT OF THE MEAT

DIRECTIONS
After viewing Teaching Aid 4: Which Would You Choose?, answer the following questions. Remember, all the information you need is in the cut of the meat.

1. Compare the two portions of pot roast.
   A. Which is lower in calories? Why?

   B. Which is higher in fat content?

   C. Which has the higher nutrient density?

   D. Is there a significant difference in the protein content? Why or why not?

2. Compare the two ground beef patties.
   A. Which ground beef patty provides the highest nutrient density? Why?

   B. Which patty has the highest fat content?

   C. Which patty would contribute the higher amount of cholesterol to the diet? Why?

3. Compare the sirloin steak portions.
   A. Which portion has the most calories?

   B. Which portion has higher fat content?

   C. Which portion would provide the most protein?

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4. Compare the portions of sirloin steak and round steak.
   A. Which has the lowest fat content? What does the fat content reveal about meat grades?

   B. Which contributes the least amount of cholesterol in the body?

   C. Which has the highest nutrition density?

   D. Why are the two cuts (sirloin and round) prepared differently?

5. Compare lean-only cuts of pork chops, lamb chops, sirloin steak.
   A. Which would provide the lowest amount of fat?

   B. Which provides the lowest caloric value? Why?

   C. Which contributes the most to cholesterol level in the blood? Why?

6. Compare the poultry products with sirloin steak and ground beef.
   A. Which would provide the lowest fat content for the largest size serving? Why?

   B. How many ounces of steak do you normally eat? Calculate caloric value, protein content, and fat content for your average serving size and compare with the same amount of chicken. What are the differences?

7. Compare the different forms of fish.
   A. Which form of fish has the highest fat content? Why?

   B. Which form of fish has the highest caloric value? Why?

   C. How does preparation affect the caloric value and fat content of fish products?

   D. Which form contains the highest amount of cholesterol? Why?

8. Which of the following has the highest fat content?
   A. 2 slices of bacon

   B. 1 oz. of Swiss cheese

   C. 1 chicken drumstick, fried 1.3 oz.

Student Activity 4

A CHICKEN IN EVERY POT

DIRECTIONS
Study references to obtain the following information about chicken.

Poultry	Calories	Protein (g)	Fat (g)
Breast fried w/ bone 3.3 oz.	________	________	________
Breast broiled, flesh only 3 oz.	________	________	________

COOKING TIPS FOR POULTRY

Lemon Meringue Pie

________ Calories

Fried Chicken

________ Calories

ADVANTAGES OF POULTRY PRODUCTS

Student Activity 5

FISHY FACTS

DIRECTIONS
Use references to obtain the following information about fish.

Some fish is low in fat, some is high in fat. How can you tell the difference?

LOW FAT (_____ to _____ % fat)	**HIGH FAT** (_____ to _____ % fat)
______________________	______________________
______________________	______________________
______________________	______________________

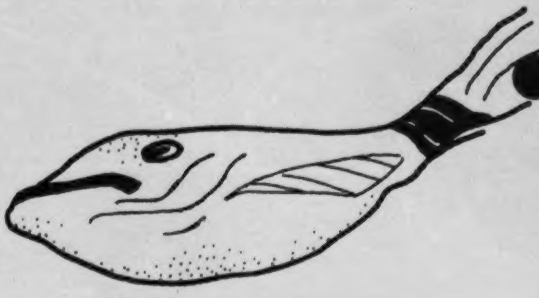
Compare the calories of one serving of the meats below. Fish is a low calorie choice.

Pork chop
(3.5 oz.)

__________ **calories**

Pot roast
(3 oz.)

__________ **calories**



Blue fish
(3 oz.)

__________ **calories**

Tips for Fish Cookery

____

____

____

____

____

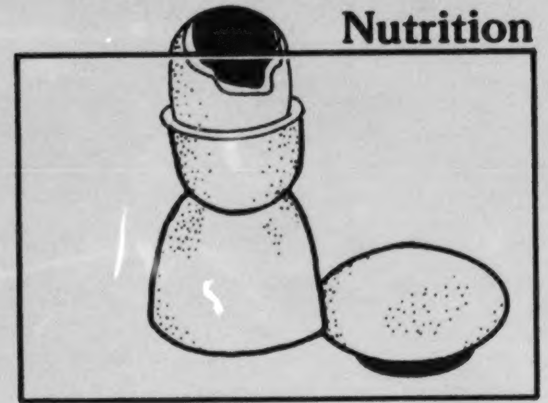
____

Student Activity 6

GET EGG-CITED

DIRECTIONS
Use references to obtain the following information about eggs.

Nutrition



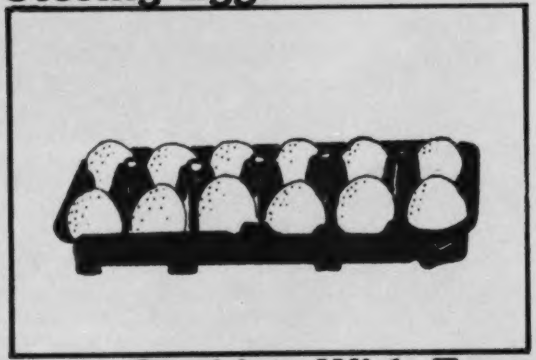
Calories

Protein

Nutrients

Fat

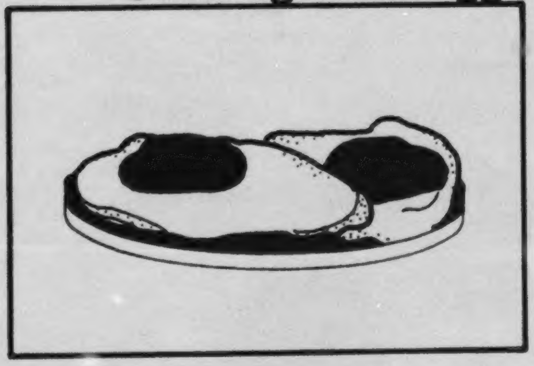
Storing Eggs



To maintain freshness

To wash or not to wash?

Cooking With Eggs



To store broken eggs

Ways eggs can be used in cooking:

Dietary Guideline 1:

EAT A VARIETY OF FOODS

G. Vegetables and Fruits

Student Activity 1

VEGETABLE AND FRUIT GROUP

DIRECTIONS

Using the information provided by your teacher, answer the following questions about the vegetable and fruit group.

1. How many servings of vegetables and fruits are recommended daily? ______________

2. List three vegetables and three fruits below. Look up the serving size for two forms of each. Record your findings in the spaces provided.

Vegetables & Fruits	**Form**	**Serving**	**Form**	**Serving**

3. What major nutrients are supplied by the vegetable and fruit group? List three examples of vegetables and fruits which are high in each nutrient listed.

NUTRIENT	SOURCES		

Student Activity 2

TIPS FOR VEGETABLE AND FRUIT PREPARATION

DIRECTIONS
In each item below, circle the best procedure for cooking vegetables and fruits.

1. Cook vegetables and fruits **covered** / **uncovered.**
2. Cook vegetables and fruits in a **little** / **lot of** liquid.
3. Start cooking vegetables in **cold** / **boiling** water.
4. Vegetables should be cooked at a **simmer** / **boil.**
5. Vegetables and fruits should be cut in **small** / **large** pieces.
6. Juices from cooked vegetables should be **discarded** / **saved.**
7. Vegetables and fruits should be cooked a **short** / **long** time.
8. Whenever possible, fruits and vegetables should be eaten with the skin **left on** / **removed.**

Student Activity 3

HOW WILL YOU HANDLE THESE VEGETABLES AND FRUITS?

DIRECTIONS
The way vegetables and fruits are handled affects how well they maintain their nutritional value, quality, and freshness. What would you do in each of the following situations? Circle the letter of your choice. Explain your decision in the column labeled, "Reason".

SITUATION AND SOLUTION	REASON
1. The fresh apple slices you are using in the fruit salad for lunch are turning brown. Would you . . . A. serve them as quickly as possible? B. sprinkle them with lemon or orange juice while preparing the salad? C. leave the apples out of the salad?	
2. You rush in from school for a snack and grab a fresh pear. Would you . . . A. peel the pear before eating it? B. wash the pear and eat it with the peel? C. wash the pear and slice it, leaving the peel on?	
3. You are preparing fresh cauliflower for dinner. Would you . . . A. cook until fork-tender yet crisp? B. cook until well-done and soft? C. decide to eat the cauliflower raw?	
4. You have leftover vegetables from dinner. Would you . . . A. reheat the vegetables for lunch? B. feed the vegetables to your dog? C. use the vegetables in a casserole or stew?	
5. You want to prepare fresh broccoli. Would you . . . A. start cooking the broccoli in boiling water, then reduce to a simmer? B. steam the broccoli? C. start cooking the broccoli in cold water until boiling, then reduce to a simmer?	
6. You are cleaning up after dinner and find leftover liquid from the cooked green beans. Would you . . . A. throw the liquid away? B. save the liquid for use in soups, sauces, or gravies? C. leave the liquid on the kitchen counter until you decide?	

SITUATION AND SOLUTION	REASON
7. You find a limp bunch of celery in the refrigerator. Would you . . . A. place the celery in an airtight container? B. store the celery uncovered in the vegetable compartment of your refrigerator? C. throw the celery away?	
8. You are storing a ripe avocado you plan to use in two days. Would you . . . A. place the fruit in the refrigerator uncovered? B. leave the fruit on the counter? C. place the fruit in an airtight container in the refrigerator?	

Student Activity 4

DECISIONS, DECISIONS– WHICH FORM DO YOU CHOOSE?

DIRECTIONS
Imagine yourself in the situations described below. Use a "Nutritive Value of Food" chart to help you make the best choice. What decision will you make?

1. The doctor has advised your dad to increase the amount of fiber in his diet. Which of the following should your dad select? Explain your choice.
   ______ A. ½ cup unsweetened applesauce
   ______ B. 1 medium apple
   ______ C. 8 oz. apple juice

2. Your friend Bill is watching his weight. He asks your opinion on a choice of fruit to include in his diet. Bill loves canned peaches. Using a "Nutritive Value of Foods" chart, calculate the number of calories Bill would save by choosing water-packed peaches (½ cup) instead of syrup-packed peaches (½ cup).

3. Using a "Nutritive Value of Foods" chart, compare the food energy (calories) in one-half grapefruit and 8 oz. unsweetened grapefruit juice.
   A. Which form would you choose to provide the greatest hunger satisfaction?

   B. Which form would you choose if you were in a hurry?

   C. Which form would you choose if you were trying to reduce your caloric intake?

4. Your breakfast must include 8 oz. of fruit juice to provide your "get-up-and-go" in the morning. You are trying to reduce your caloric intake. Using a "Nutritive Value of Foods" chart, which of the following fruit juices would be your best choice?
   ______ A. grape juice, frozen concentrate, diluted
   ______ B. orange juice, frozen concentrate, diluted
   ______ C. grapefruit juice, frozen concentrate, diluted

Student Activity 5

CHART THE EFFECT OF COOKING METHODS IN VEGETABLE PREPARATION

DIRECTIONS

Work in groups to cook and evaluate the vegetable listed by the methods prescribed. Display and describe the results to your classmates. Record the results of all of the methods in the spaces below.

DESCRIBE TEXTURE OF VEGETABLES COOKED BY DIFFERENT METHODS

Method of Cooking	Broccoli fork-tender	well-done	Spinach fork-tender	well-done	Carrots fork-tender	well-done	Red Cabbage fork-tender	well-done
1. Tightly covered								
2. Uncovered or loosely covered								
3. Loosely covered. Add 1 tsp. vinegar								
4. Loosely covered. Add ½ tsp. soda								

DESCRIBE COLOR OF VEGETABLES COOKED BY DIFFERENT METHODS

Method of Cooking	Broccoli		Spinach		Carrots		Red Cabbage	
	fork-tender	well-done	fork-tender	well-done	fork-tender	well-done	fork-tender	well-done
1. Tightly covered								
2. Uncovered or loosely covered								
3. Loosely covered. Add 1 tsp. vinegar								
4. Loosely covered. Add ½ tsp. soda								

DESCRIBE THE TASTE OF VEGETABLES COOKED BY DIFFERENT METHODS

Method of Cooking	Broccoli		Spinach		Carrots		Red Cabbage	
	fork-tender	well-done	fork-tender	well-done	fork-tender	well-done	fork-tender	well-done
1. Tightly covered								
2. Uncovered or loosely covered								
3. Loosely covered. Add 1 tsp. vinegar								
4. Loosely covered. Add ½ tsp. soda								

Student Activity 6

CHART THE EFFECT OF COOKING METHODS IN FRUIT PREPARATION

DIRECTIONS
Work in groups to cook and evaluate the fruits listed by the methods prescribed. Display and describe the results to your classmates. Record the results of all of the methods in the spaces below.

DESCRIBE THE COLOR OF FRESH FRUIT PREPARED BY DIFFERENT METHODS

	Grapefruit	Apple	Strawberry	Peach
Peel and slice one hour before serving.				
Peel and slice a few minutes before serving.				
Peel, slice, and dip in or sprinkle with citrus juice one hour before serving.				
Peel, slice, and dip in or sprinkle with citrus juice a few minutes before serving.				

DESCRIBE THE COLOR OF FRUITS COOKED BY DIFFERENT METHODS

	Grapefruit	Apple	Strawberry	Peach
Rapidly heat fruit which has not been refrigerated.				
Slowly heat fruit which has not been refrigerated.				
Rapidly heat fruit which has been refrigerated.				
Slowly heat fruit which has been refrigerated.				

DESCRIBE THE TEXTURE OF FRUIT COOKED BY DIFFERENT METHODS

	Grapefruit	Apple	Strawberry	Peach
Cook a short time in water.				
Cook a long time in water.				
Cook a short time with sugar.				
Cook a long time in sugar syrup.				

DESCRIBE THE FLAVOR OF FRUIT COOKED BY DIFFERENT METHODS

	Grapefruit	Apple	Strawberry	Peach
Cook quickly in sugar.				
Cook a long time in sugar syrup.				
Cook quickly in water, then add sugar syrup.				
Cook a long time in water, then add sugar.				

DESCRIBE THE VITAMIN C CONTENT OF FRUIT COOKED BY DIFFERENT METHODS

	Grapefruit	Apple	Strawberry	Peach
Cook a long time.				
Cook a short time.				

DESCRIBE THE COLOR, AROMA, AND FLAVOR OF FRUIT COOKED BY DIFFERENT METHODS

	Grapefruit	Apple	Strawberry	Peach
Covered				
Uncovered				

Dietary Guideline 1:

EAT A VARIETY OF FOODS

H. Bread and Cereal

Student Activity 1

BREAD AND CEREAL GROUP

DIRECTIONS
Complete the blanks in the information about bread and cereal.

1. How many servings of bread and cereal do you need each day? ______________________

2. List 10 bread and cereal products below. Check references to determine the amount of one serving of each. Write the serving size of each product in the space provided.

Product	Serving Size	Product	Serving Size

3. List six nutrients provided by bread and cereal products. Identify the functions of each nutrient. Note the functions of each nutrient in the spaces provided.

NUTRIENT	FUNCTIONS
Complex Carbohydrates	
B-Vitamins	
Minerals	
	70

Student Activity 2

BREAD AND CEREAL GROUP: WHAT'S IN IT FOR ME?

DIRECTIONS

Complete this word scramble to identify the nutrient contributions and storage principles of breads and cereals.

1. ARNB __ __ __ __	Part of the wheat kernel which is the source of roughage in whole wheat.
2. DOBCREAHTYAR __ __ __ __ __ __ __ __ __ __ __ __	An energy nutrient supplied by breads and cereals.
3. REMG __ __ __ __	Nutrient-rich part of the wheat kernel removed to improve storage and baking qualities of flour.
4. DTOREIFIF __ __ __ __ __ __ __ __ __	Bread and cereal products with added vitamins and minerals.
5. NHAMTIIE __ __ __ __ __ __ __ __	A B-vitamin supplied by breads and cereals.
6. HEWOL RNGIA __ __ __ __ __ __ __ __ __ __	Form of breads and cereals that supplies the body with added nutrients and fiber.
7. TUNIRONTI ALBLE __ __ __ __ __ __ __ __ __ __ __ __ __ __	Source of information for evaluating the nutritive value of bread and cereal products.
8. MODSEPNRE __ __ __ __ __ __ __ __ __	Part of the wheat kernel that is the source of white flour and provides carbohydrates.
9. RFERGIAERROT __ __ __ __ __ __ __ __ __ __ __ __	Location for storage of whole-wheat flour as well as bread during the summer months.
10. DABCENAL LAEM __ __ __ __ __ __ __ __ __ __ __ __	The way to make up for the lack of certain nutrients in grain products in the diet.

Student Activity 3

PASTA IS FATTENING AND OTHER STORIES YOUR PARENTS TOLD YOU

DIRECTIONS

Knowing the facts about food can help you get the nutritive value you need for a balanced diet. Complete this exercise to sum up the food facts and myths you know or those you can learn more about.

	Fact or Myth	Explain your answer here.
1. Spaghetti is fattening.		
2. Carbohydrates (rice, macaroni, etc.) are for the poor because they are filling and inexpensive.		
3. Carbohydrates are starches with no nutritive value.		
4. Carbohydrates provide fiber in the diet.		
5. Carbohydrates reduce disease and premature aging.		
6. Whole-wheat flour has more nutrients than enriched flour.		
7. Weight-reducing diets should eliminate carbohydrates.		

Dietary Guideline 2:

MAINTAIN IDEAL WEIGHT

A. Nutrition and Health

Student Activity 1

DECISIONS FOR MY FUTURE HEALTH

The decisions you make today about your food habits may affect your health today, tomorrow, or in years to come.

Think of a food habit you need to change; or improve the food habit you identified. Examples of food habits which may need improvements: eating high-calorie snacks, lack of variety of foods in daily diet, eating too many fast-food items. Use the steps in the decision-making process to develop a plan for improvement.

I What decision do I need to make?

II What values may influence my decision?

III What are my choices?

IV What information do I need to make my decision?

V When I consider all my choices, what do I have . . . .
to gain? to lose?

VI What is my plan for improvement?

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Teaching Aid 2

VITAMINS -- HOW MUCH IS TOO MUCH?

Lana and you have just finished eating a well-balanced lunch at school. Lana immediately takes several vitamin pills. She explains that besides eating nutritious meals she supplements her diet just to be safe. Lana has the tendency to catch colds so she feels that additional vitamin C prevents or lessens the symptoms and can be a health benefit. Lana heard that vitamin A prevents acne. Since she is concerned about her complexion, she has decided to take a vitamin A supplement. Lana also wants to be sure she is getting enough vitamin D so she includes a vitamin D supplement. Lana's philosophy is if a little is good, a lot must be better. You ask Lana how many pills she's taking. She shows you the bottles and you discover by reading the label that she's taking pills which provide five times the RDA for vitamins A, C, and D.

ANSWER THE FOLLOWING QUESTIONS:

1. How would you explain the term "megadosing" to Lana?

2. What side effects could Lana experience as a result of too much
   vitamin A?

   vitamin B?

   vitamin D?

3. How are excess vitamins utilized by the body?

4. What would you adivse Lana to do?

Student Activity 3

THE ROAD TO HEALTH: WHICH WILL YOU CHOOSE?

Your state of body health is seen easily in your behavior, actions, and appearance. Check your knowledge of contributors to health by responding to the true/false statements below. If the statement is false, write F in the blank. If the statement is true, write T in the blank.

_______ 1. Sleep gives your body a chance to build energy reserves for the next day.

_______ 2. The body uses nutrients mainly for providing energy.

_______ 3. The primary sign of good health is not being sick.

_______ 4. The best way to reduce insomina is to take a sleeping pill.

_______ 5. People who begin a regular exercise program should build up to it gradually to receive maximum benefits.

_______ 6. Malnutrition exists only in developing countries, not in the United States.

_______ 7. Obtaining a well-balanced diet from a variety of foods is a contributor to good health.

_______ 8. Good and poor health are shown in a person's attitude as well as appearance.

_______ 9. All bodily processes stop working when you are asleep.

_______ 10. Exercise combined with reduced caloric intake is an excellent way to reduce your weight.

Dietary Guideline 2:

MAINTAIN IDEAL WEIGHT

B. Development of Eating Habits

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Student Activity 1

WHY DID I EAT THAT?

DIRECTIONS
In the blanks under each factor influencing dietary patterns write examples. Draw arrows showing the direction of the influence. Do any of your food choices affect any of the factors?

Food Choices

Values

____

____

____

Peer Group

____

____

____

Nutrition Skills

____

____

____

Ethnic Background

____

____

____

Social Norms

____

____

____

Physical Traits

____

____

____

Food Trends

____

____

____

Self Concept

____

____

Student Activity 2

YOU ARE WHAT YOU EAT

Personal food patterns provide others with information about you–your values, your lifestyle, your culture. Below is a description of persons like many of your peers. Underline any factors which may influence food choices. Then identify a typical lunch or snack for each person described. Analyze these typical food habits for nutritional value. Using a different color ink, suggest changes to make the meals more nutritious.

	Lunch	Snack
Jan is 5'2" and is a slim 100 pounds. She loves to be physically active and thrives on fast foods. She often sleeps too late to have breakfast. Her mother warns her that her present eating pattern will catch up with her in the future.		
Bill, who is 5'9" and weighs 190 pounds, is always trying to lose a few pounds. Although he makes an effort to exercise, food is a real temptation to him. Bill's mom is always preparing high-calorie desserts. His parents are overweight.		
Lee is 5'5", weighs 120 pounds, and tries to eat a balanced diet. She does the family grocery shopping and is careful with the family food dollar. She loves fresh fruits and vegetables.		
Carlos is from a Mexican-American family. He is a trim 135 pounds and 5'7". His mother believes in preparing home-cooked meals.		
Bettie is from a family with a hectic schedule. Her family is always on the run and uses convenience foods to save time.		

Student Activity 3

CHECK OUT YOUR MARKET

DIRECTIONS
Take time to check out your local grocery store. Answer the following questions.

What kind of store is it? (Ex. supermarket)

What special services does the grocery store provide? (Examples: trading stamps, delicatessen)

Look in the newspaper to see if the grocery store is advertising "specials." What is on sale that might cause people to shop there?

Are there any special displays of foods set up to call attention to products? How are they set up? Where?

What kinds of things are for sale at the store besides food?

How would you describe the atmosphere of the store? Is it attractive to you? How would you change it to help shoppers?

Compare prices of three products that are available in a house brand and a national brand. Circle the least expensive of each product.

PRODUCT	HOUSE BRAND PRICE	NATIONAL BRAND PRICE
1.		
2.		
3.		

Student Activity 4

PRIME TIME ON TELEVISION

Watch Saturday morning television for two hours and record the food advertisements you see. How nutritious are the food items?

Total number of commercials	Number of food commercials	Names of food advertised	Number of times for each food	Age group focus of commercials

NAMES OF CELEBRITIES ON COMMERCIALS:

____

____

____

____

Dietary Guideline 2:

MAINTAIN IDEAL WEIGHT

C. Personalizing Nutrition

Student Activity 1

FACT OR MYTH?

DIRECTIONS

Listed below are pairs of statements relating to nutrition and athletic performance. There is a fact and a myth statement in each pair. Place an F for False in the blank to the left of the fact statement. Place an M for Myth in the blank to the left of the myth statement.

1. ________ A. Honey, glucose, or other "high-sugar" foods provide quick energy if eaten before short-term athletic events.

________ B. The energy needed for short-term athletic performance is already present in the body and not improved by sweets eaten just before the event.

2. ________ A. A primary source of muscular energy is the nutrient protein.

________ B. Protein is not as primary an energy source as carbohydrates.

3. ________ A. To provide the extra energy needed during sports activities, foods containing great amounts of starch should be eaten.

________ B. No cakes, pastries, or candy should be eaten during the training session, and starchy food, such as potatoes and breads, should be restricted.

4. ________ A. The best source of protein for athletes is steak.

________ B. Any meat or meat equivalent that the athlete likes is a good source of protein.

5. ________ A. Milk has no effect on the performance and energy output of the athlete.

________ B. Milk can make the athlete short-winded, and lessens the athlete's speed of movement.

6. ________ A. No fats or fried foods should be eaten by the athlete.

________ B. A certain amount of fat is needed by the athlete.

7. ________ A. Milk curdles in the stomach, and the digestion of it may interfere with performance.

________ B. The combination of milk with stomach acids is a necessary part of digestion and does not usually cause an upset stomach.

8. ________ A. It is best not to drink water during practice; rinse the mouth or such on ice cubes.

________ B. Drinking water helps reduce dehydration and improve endurance.

Student Activity 2

WHAT CAN NUTRITION DO FOR ANDREW?

Studies reveal that a relationship exists between nutrition and success on the job. Read the situation below which describes Andrew's work performance. Answer the questions following the situation. Is Andrew's chance for job success hopeless?

Andrew awoke groggily to the sound of a buzzing alarm. He promptly turned it off and went back to sleep. He was just too tired to move. He thought about calling in sick, but since he had already missed a good bit of work he had better get moving. Of course, by the time he did arise, he was running late and didn't have time for breakfast–again. He would just grab a doughnut and soft drink at midmorning break at the department store. Andrew was so tired and irritable. What a way to start the day! He arrived at work late, and lowered his head as his employer approached. Why did he seem to get all the disapproving looks? His fellow employees made mistakes, too. How he resented cheerful Louise who always seemed to perform to her best ability and made work fun! Andrew knew he could perform some of the functions of his job better than Louise; but he often made mistakes when he knew better and he was always so tired. What was Louise's secret? Andrew also seemed to be a bit clumsy lately. Just last Saturday, he ran into a closed door (He had closed it himself!) and dropped boxes of stock he was putting away. Then he didn't have the energy to pick them up! And did anyone offer to help him? No way! Andrew felt his employer was rediculing him constantly. Why was he always being told that he looked tired and lifeless? Andrew knew he had a few skin problems and his hair wasn't as shiny as it used to be. Wasn't that the result of a stage he was going through as a teen? Time for lunch arrived and Andrew stopped by the vending machines to purchase a candy bar and soft drink. He needed to save his appetite for the hamburger, fries, and milkshake he stopped for routinely on the way home. Lunch had come at a good time. Bobby, his co-worker, was driving him CRAZY!

ANSWER THE FOLLOWING QUESTIONS

1. Identify the job problems that can be traced to poor eating habits.

2. What changes to you suggest in Andrew's daily routine to improve his work performance?

3. Plan a daily diet for Andrew which would assure a well-balanced diet. List the number of servings found in each of the groups in the Daily Food Guide.

Student Activity 3

EATING FOR TWO

DIRECTIONS

Nutrition is especially important during pregnancy. The importance of good nutrition begins even before pregnancy. The pregnant woman not only must supply nutrients for herself but also for the baby's development. Using the Menu Planning Guidelines below, plan a daily menu to help avoid health risks for mother and baby:

MENU PLANNING GUIDELINES

Aim for three meals each day, or divide the three meals into more but smaller meals.
Choose snacks that contribute nutrients to the daily food intake.
Drink several glasses of water each day.
Remember, if you drink alcoholic beverages, you may be damaging your health and the health of your unborn child.
Moderate intake of salt is recommended, especially if you have a family history of high blood pressure.

DAILY FOOD GUIDE

Milk and Milk Products	4 servings
Meat and Legumes	3 servings
Vegetables and Fruit	4 servings
Include the following:	
leafy green vegetables	2 servings
vitamin-rich fruits and vegetables	1 serving
Bread and Cereal	4 servings

A SAMPLE DAY'S MENU

Morning

Midmorning

Noon

Afternoon

Evening

Night

Which daily serving amounts increase during pregnancy in each food group?

Why is it difficult to provide adequate nutrition for mother and baby if the mother is a teenager?

Dietary Guideline 2:

MAINTAIN IDEAL WEIGHT

D. Weight Control

Student Activity 1

EXTRAS ADD UP!

Often it isn't the food itself that is high in calories, but what is added to the food. Think of how you like potatoes served. What happens to the calories in a potato as it is served in different ways?

Rank order the calorie contributions in the different variations of the potato from low (1) to high (5).

ONE MEDIUM-SIZED POTATO

________ Baked with 1 tablespoon sour cream, pepper, and chives.

________ Cut in strips and French-fried.

________ Baked with salt and pepper added.

________ Sliced thin into potato chips and fried.

________ Baked with 1 teaspoon butter, salt, and pepper.

LIST FIVE LOW-CALORIE TOPPING IDEAS FOR A BAKED POTATO

1.

2.

3.

4.

5.

Student Activity 2

WEIGHT IS AN INDIVIDUAL MATTER

What is your ideal weight? Below are various methods for determining which is the "correct" weight for you.

BODY MEASUREMENTS

Wrist circumference can be used to estimate body frame size for using height and weight tables. To obtain your wrist measurement, place a soft measuring tape around the smallest part of your wrist. Using your height and wrist circumference, refer to the Body Frame Type chart on p. 91 to determine body frame size. Using your body frame size, refer to the Height/Weight chart on p. 92 to determine a range for your ideal weight.

Height/weight charts provide an approximate idea, or range of weight. The weights listed are also average weights. Body frame types vary among individuals. You may weigh more than the charts indicate is average weight for your height, but be muscular and firm. You may weigh below the indicated weight for your height but be flabby due to lack of exercise. Height/weight charts are revised periodically and are often based on insurance company figures of average heights and weights of the general American public.

PINCH TEST

With two fingers pinch the flesh on the back of your upper arm halfway between your shoulder and elbow or below your shoulder blades. As a general rule, if the amount you pinch is more than an inch, you are probably carrying too much fat. Remember that this is very general measure. Nutritionists use professional skinfold calipers to obtain more accurate measurements. The measurement obtained, called a fatfold measurement, is used to determine a person's nutritional status.

MIRROR TEST

An honest look in the mirror will reveal new bulges. Look for flabby protrustions. You should see right away if too much flabby flesh is present.

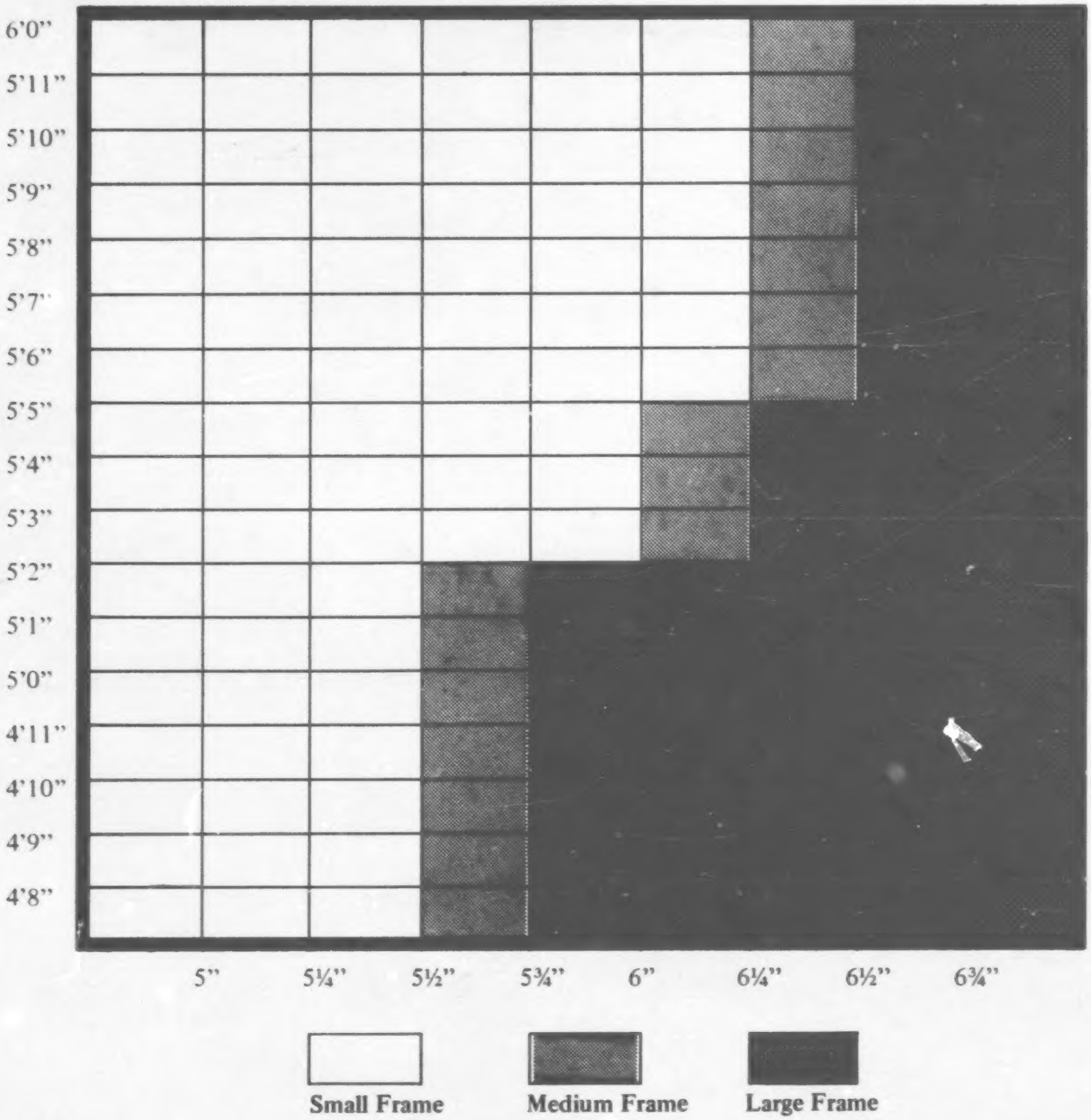
HOW MANY CALORIES DO I NEED?

Your sex and size influence the number of calories you need. Other factors affecting caloric needs are age, activity level, and body frame type. To determine your caloric needs:

1. Determine your ideal body weight. Consider the factors influencing caloric needs. Be realistic about your body weight.
2. Multiply your ideal weight by 15 if you are fairly active, or 20 if your are extremely active (such as a participant in school sports) to obtain the number of calories you will need daily to maintain your ideal weight. Follow the same procedure using your present weight, and compare the two figures. Teenage boys (15-18 years) need about 2800 calories; teenage girls (15-18 years) need about 2100 calories.
3. If you want to lose weight, subtract 500 calories from your ideal weight total and follow a diet that provides you with this number of calories daily. You should lose one pound per week. Taking less than 1000 calories daily is usually not advised.

BODY FRAME TYPE[1]

DIRECTIONS
The wrist is measured at the smallest circumference. Use height without shoes and inches for wrist size to determine frame type from this chart.



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DESIRABLE WEIGHTS FOR MEN AND WOMEN[1]

According to Height and Frame, Ages 25 and Over

HEIGHT (In Shoes)*	SMALL FRAME	MEDIUM FRAME	LARGE FRAME
	Weight in Pounds (In Indoor Clothing)		
MEN			
5' 2"	112-120	118-129	126-141
3"	115-123	121-133	129-144
4"	118-126	124-136	132-148
5"	121-129	127-139	135-152
6"	124-133	130-143	138-156
7"	128-137	134-147	142-161
8"	132-141	138-152	147-166
9"	136-145	142-156	151-170
10"	140-150	146-160	155-174
11"	144-154	150-165	159-179
6' 0"	148-158	154-170	164-184
1"	152-162	158-175	168-189
2"	156-167	162-180	173-194
3"	160-171	167-185	178-199
4"	164-175	172-190	182-204
WOMEN			
4' 10"	92-98	96-107	104-119
11"	94-101	98-110	106-122
5' 0"	96-104	101-113	109-125
1"	99-107	104-116	112-128
2"	102-110	107-119	115-131
3"	105-113	110-122	118-134
4"	108-116	113-126	121-138
5"	111-119	116-130	125-142
6"	114-123	120-135	129-146
7"	118-127	124-139	133-150
8"	122-131	128-143	137-154
9"	126-135	132-147	141-158
10"	130-140	136-151	145-163
11"	134-144	140-155	149-168
6' 0"	138-148	144-159	153-173

*1-inch heels for men and 2-inch heels for women.

---

[1] Prepared by the Metropolitan Life Insurance Company, *Statistical Bulletin* (October 1977). Derived primarily from data of the *Build and Blood Pressure Study*, 1959, Society of Actuaries.

Student Activity 3

YOU BECOME WHAT YOU EAT

The bell rang for lunch break and Sandra and Alfreda rushed out the door as the fire alarm had rung. Instead of going to the cafeteria with Sandra, Alfreda headed for the candy machine. "I thought you were trying to lose weight, Alfreda," Sandra quickly said. "You're right. That's the reason I'm skipping lunch! The cafeteria serves all sorts of fattening foods. Look–headed for the coke machine. "I'll just grab these snacks to tide me over until dinner. But, better Yet, I'll just skip dinner and maybe munch on a few potato chips during the movie on TV."

Sandra frowned and thought about the nutritional balance of Alfreda's food intake. Alfreda continued, "A friend told me about a quick-loss grapefruit diet that really works. You eat all the hard-cooked eggs, grapefruit, and stewed tomatoes that you want for three days. It's a sure way to drop 10 pounds!"

ANSWER THE FOLLOWING QUESTIONS

1. List Alfreda's poor eating habits.

2. How do these eating habits affect her body weight?

3. How do the calories in food choices affect body weight?

4. How did Alfreda's food choices match her weight goal?

5. What are the nutritional hazards of the fad diet Alfreda is considering.

6. Plan a low-calorie daily menu for Alfreda which provides a total daily caloric intake of 1200 calories.

Student Activity 4

TEMPTATIONS, TEMPTATIONS, TEMPTATIONS!

1. Your three friends are trying to lose weight. Listed below are their weights and heights. Using the diet and physical activity information provided, two of your friends probably will not lose weight. Which two are they?

	Vernon	**Jenny**	**Alice**
HEIGHT	5'9"	5'5"	4'11"
WEIGHT	185 lbs.	135 lbs.	125 lbs.
CALORIES EATEN	3320	1600	2240
CALORIES BURNED	1675	2600	2240

The two who probably will *not* lose weight are: ______________________________
____

2. Fad diets are often harmful to your nutritional health. Analyze the fad diet below and identify three health risks.

Banana Quick-Loss Diet - This diet is guaranteed to help you drop five pounds fast! Just eat six bananas and drink three glasses of skim milk per day for only three days!

POSSIBLE HEALTH HAZARDS

____

____

____

3. The gang is all going out for a quick fast-food lunch. You are working on getting off those last stubborn pounds. Your friends want you to decide where to go for lunch. Match the following fast-food items in Column A with the correct caloric value in Column B by placing the number of the caloric value the blank to the left of the food. Based on these caloric values what would you suggest for lunch?

COLUMN A		COLUMN B[1]
________	a. 2 pieces fried chicken	1. 186
________	b. cheeseburger	2. 340
________	c. 2 pieces fried fish	3. 600
________	d. taco	4. 370
________	e. 2 slices cheese pizza	5. 310

My choice for lunch is ____.

[1] Caloric values from **Dietetic Currents** 8:2 (March-April, 1981). Published by Ross Laboratories, Columbus, Ohio.

Dietary Guideline 2:

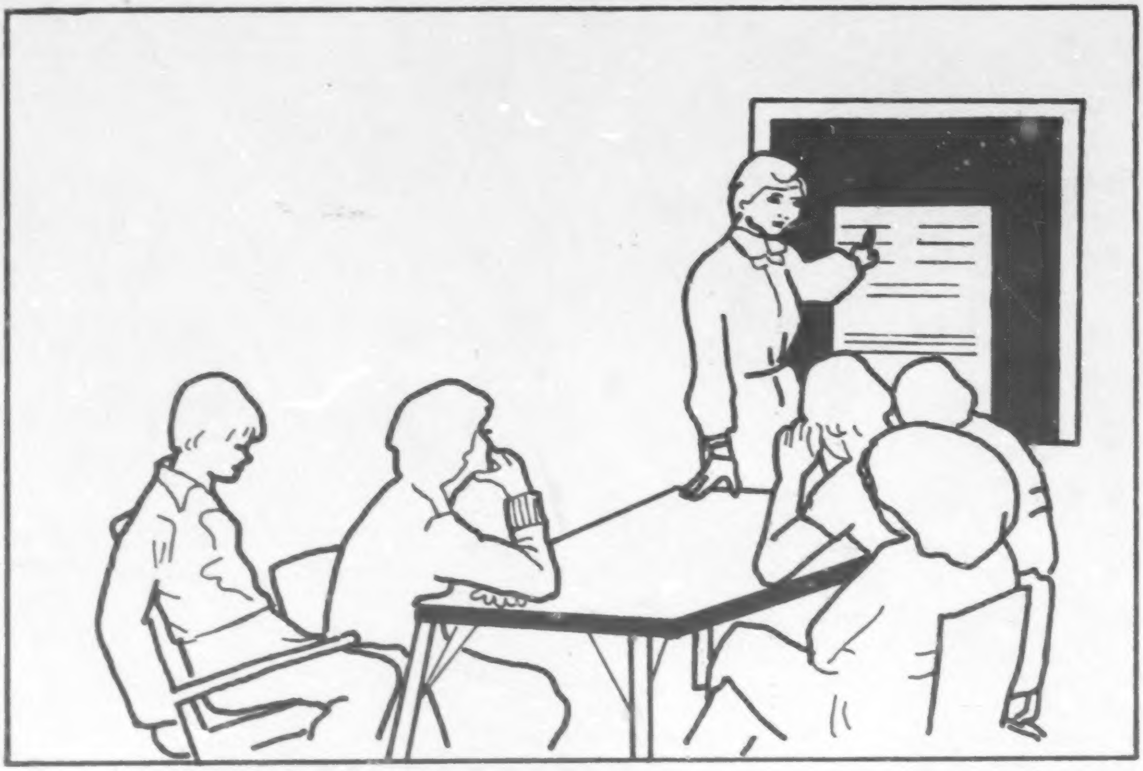
MAINTAIN IDEAL WEIGHT

E. Meal Planning

Student Activity 1

INATTENTIVE: WHAT'S THE PROBLEM?

DIRECTIONS
Study the picture below. At the bottom of the page list possible reasons why the students are inattentive.



POSSIBLE REASONS WHY STUDENTS ARE INATTENTIVE

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Student Activity 2

BREAKFAST PROBE

DIRECTIONS
Please take a few minutes to fill out this questionnaire. There are no right or wrong answers. We just want to know what you think about breakfast. Thank you.

School ______________________________

1. Age ____________ Grade ____________ Sex ____________

2. Do you usually eat food in the morning? Yes ________ No ________

3. Did you eat some food this morning? Yes ________ No ________

4. If you eat food in the morning, where do you usually eat it? Check all places that apply.

________ A. Home
________ B. On the way to school
________ C. School cafeteria program
________ D. Restaurant or fast food
________ E. Other (Please specify.) ________
____

5. On the average, how often do you eat breakfast at home before coming to school?

A. Never ________
B. Once a week ________
C. Three times a week ________
D. Five times a week ________

6. Which of the following foods are included in your morning meal?

________ fruit or juice
________ milk or cocoa
________ coffee or tea
________ instant-type breakfast drink
________ other beverages
________ eggs
________ cereal with milk
________ pizza
________ meat
________ pancakes or waffles
________ bread, toast, rolls, biscuits
________ butter or margarine
________ syrup or jelly
________ soup
________ sandwiches
________ leftovers
________ donuts or pastries
________ potato chips
________ pie
________ candy
________ other foods (Please list.) ____________
____
____
____

7. Please check reasons why you do not eat breakfast regularly.

________ not hungry
________ not enough time
________ breakfast not prepared for me
________ cannot afford it
________ cannot eat food that early in the morning
________ do not like the foods that are served
________ want to sleep longer
________ other ______________________________
____

8. If breakfast were or is served at school, would or do you eat it?
Yes ________ No ________ If yes, how often?
________ every day
________ once a week
________ three times a week

9. Describe your usual breakfast.
____
____

10. Describe your favorite breakfast.
____
____

11. If you skip breakfast, do you get hungry before lunch? Yes ________ No ________

12. Do you feel that you can do your classwork better when you eat breakfast?
________ Yes ________ No

13. Does skipping breakfast make you feel sick?
________ Yes ________ No

Thank you very much for your time and comments. Return this Breakfast Probe to the home economics department.

Student Activity 3

SKIPPING BREAKFAST MAY BE HAZARDOUS TO YOUR HEALTH

DIRECTIONS
Rank order the choices listed below. All responses are valid and should be based on your personal decision. Consider the possible alternatives and what you will gain or lose with each choice.

Help. . You've overslept and only have 20 minutes before the bus comes to pick you up for school. You might still arrive on time. You have to decide what you'll do about breakfast. Would you. . .

________ Skip breakfast?
________ Buy a snack from the vending machine at school?
________ Rush and make a quick breakfast in the blender?
________ Grab a slice of leftover pizza from dinner and a pear as you run out the door?
________ Relax . . . get to school late. . . enjoy a breakfast of scrambled eggs, toast, and juice?
________ Buy a breakfast in the school cafeteria?
________ Ride your bike and stop for a fast-food breakfast on the way to school?

Think about your decision. . .

THE BEST CHOICES ARE
1.

2.

3.

Student Activity 4

TURNING BREAKFAST SKIPPERS INTO BREAKFAST EATERS

Breakfast may be skipped or skimped for a variety of reasons. Read each problem listed below and determine a possible solution to transform the breakfast skipper into a breakfast eater.

PROBLEM	SOLUTION
I'd rather sleep than eat, so I don't have time for breakfast.	
I don't like scrambled eggs and toast.	
I'm trying to lose weight.	
I don't feel hungry early in the morning.	

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Student Activity 5

FOCUS ON BREAKFAST

Using your personal food intake, check how well you focus on breakfast by answering the following questions:

1. Did you have food this morning? Yes ________ No ________

2. Do you usually eat food in the morning? Yes ________ No ________
If you usually eat food in the morning, where do you eat? (Check all that apply.)

________ Home
________ Restaurant or fast-food facility
________ School cafeteria
________ On the way to school
________ Other (List.) ________________
____
____

3. If you do not eat a morning meal regularly, why not?

________ Not enough time
________ Nobody to prepare it
________ I want to lose weight.
________ Not hungry
________ Do not feel good
________ Want to sleep longer
________ Don't eat that early in the morning
________ Don't like the foods available
________ other ________________
____

4. Which of the following foods are included in your morning meal?

________ Fruit or juice
________ Milk or cocoa
________ Coffee or tea
________ Instant-breakfast type beverage
________ Other beverage
________ Eggs
________ Cereal with milk
________ Pizza
________ Meat
________ Pancakes or waffles
________ Bread, toast, rolls, biscuits
________ Butter, margarine, syrup, jelly
________ Soup
________ Sandwiches
________ Leftovers
________ Donuts or pastries
________ Junk food, potato chips, candy
________ Other foods (Please specify.) ________

5. Develop three menus for nutritious, traditional breakfasts you would eat, and three menus for nutritious, nontraditional breakfasts you would eat. Develop in each category a breakfast menu that you could prepare in two minutes or less.

TRADITIONAL BREAKFAST

Menu 1

Menu 2

Menu 3 (Quick and easy)

NONTRADITIONAL BREAKFAST

Menu 1

Menu 2

Menu 3 (Quick and easy)

Student Activity 6

BET YOU'VE NEVER TRIED THESE

DIRECTIONS
Choose a breakfast that fits your lifestyle and your likes and dislikes. Suit yourself! Remember to maintain a well-balanced diet with a variety of foods. Place a check mark by the type breakfast that best fits your lifestyle. Rate the three suggestions in that category which appeal to you most by numbering them 1, 2, or 3. Try these choices and report the results to the class.

BREAKFAST FOR LATE-RISERS
________ Leftover main dishes, such as macaroni and cheese, soups, poultry, fish, or meat
________ Unsweetened, ready-to-eat cereal. This allows you to control the amount of sugar added.
________ Cheese cubes or slices with fruit or whole-wheat crackers
________ Sandwiches in pocket bread. Fill with peanut butter, leftover meats, fresh vegetables, lettuce, tomato, or cheese.
________ Cottage cheese or yogurt topped with fruit or nuts
________ Frozen waffle or pancake sandwiches warmed in toaster and filled with cheese, fruit, or meat
________ Quick breakfast shake made from milk and fruits, flavored with cinnamon or nutmeg, and sweetened with honey.
________ Let your creativity show!

BREAKFAST ON-THE-GO
________ Fresh or dried fruits with cheese cubes
________ Celery stuffed with peanut butter or pimento cheese spread and sprinkled with sunflower seeds
________ Apple cored and filled with cottage cheese or peanut butter
________ Whole-wheat English muffin topped with peanut butter and raisins
________ Fresh vegetables, such as cherry tomatoes, carrot or celery sticks, broccoli, or cauliflower
________ A cabbage leaf wrapped around a slice of cheese
________ Hard-cooked or deviled egg
________ Sliced turkey or ham in a lettuce leaf
________ Split leftover rolls, biscuits, muffins, or toast. Top with leftover meat or cheese.
________ Combine chopped nuts, dried fruits, apricots, raisins, banana chips, shredded coconut, or low-sugar cereals; and place in bags to grab on the run.

BREAKFAST FOR BREAKFAST-HATERS
________ Make breakfast pizzas. Top English muffins with tomato sauce, cheese, and oregano. Broil until bubbly.
________ Wheat or rye crackers topped with herb-seasoned cottage cheese, cheese, or peanut butter.
________ Make breakfast burritos or tacos. Fill a soft tortilla with beans, meat, or cheese.
________ Hamburger patty on bun
________ The breakfast sandwich is another great breakfast item, consisting of a scrambled or poached egg, grated cheese, and a slice of ham on a hamburger bun or English muffin. Top with Parmesan cheese. Add remaining bun or English muffin.

Student Activity 7

PLANNING FOR THE DAY

DIRECTIONS
Select foods from the following list to plan a day's menus breakfast, lunch, dinner plus two snacks for your family. Select the correct number of servings from each food group. You may add other foods or change the form of any of the foods listed. Write your menus in the spaces provided on the following page. Then evaluate the menus using the rating scale below.

Meat
Fried chicken
Baked fish
Liver and onions
Roast beef
Pork chops
Meat loaf
Baked ham
Salmon patties
Tuna salad

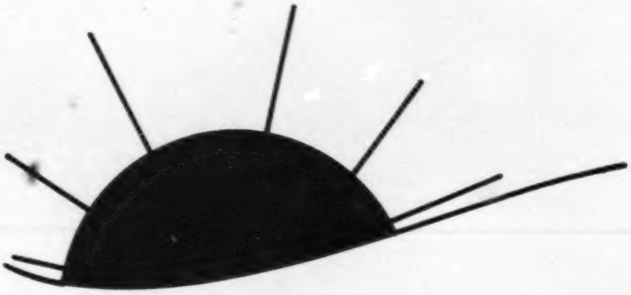
Milk
Milk
Yogurt
Ice Cream
Cheese
Cream cheese
Cheese sauce
Cottage cheese
Eggs
Egg custard

Fruit/Vegetable
Broccoli
Green beans
Scalloped Potatoes
English Peas
Baked Potato
Cabbage
Brussel Sprouts
Carrots
Tomatoes
Corn
Peaches
Pineapple
Strawberries
Banana
Apple
Canteloupe
Lettuce

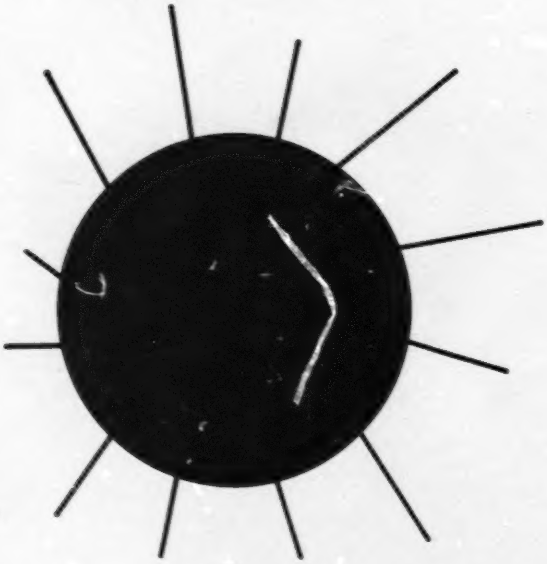
Bread/Cereal
Pancakes
Oatmeal
French toast
Rolls
Muffins
Tortillas

EVALUATE THE MENUS ON BASIS OF

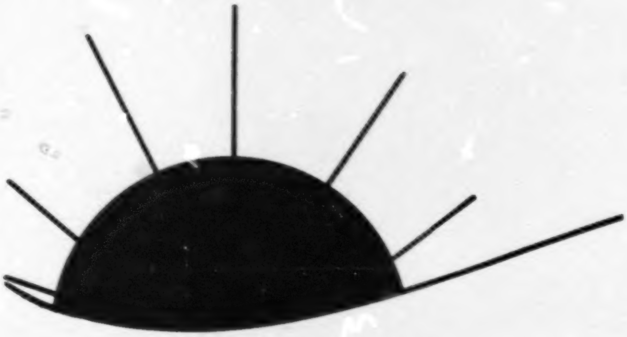
	Good	Fair	Poor
Nutrition			
Color			
Texture			
Shape			
Flavor			
Aroma			
Temperature			



BREAKFAST



LUNCH



DINNER

Dietary Guideline 2:

MAINTAIN IDEAL WEIGHT

F. Snacking

Student Activity 1

MUNCHY MIX-UP

Unscramble the words below. Use the circled letter of each of the unscrambled words to form two new secret words. The secret words will be the focus of today's lesson.

1. ENROAG _ _ _ ○ _ _
2. CIEJU _ ○ _ _ _
3. RCRTOA _ _ _ _ _ ○
4. CRLIBCOO _ ○ _ _ _ _ _ _
5. CEI MRACE ○ _ _   _ _ _ _ _
6. RYGOTU _ _ _ _ _ ○
7. HDIRSA _ _ _ ○ _ _
8. WCRAUEOLLIF _ _ _ _ _ _ _ ○ _ _ _
9. TPUENA RBUETT _ _ _ _ _ _   _ ○ _ _ _ _
10. ECSHEE _ _ _ _ ○ _
11. SNTU _ _ _ ○
12. SRNAISI _ _ _ _ _ ○ _
13. ABNNAA _ _ _ _ _ ○
14. CRUECBUM ○ _ _ _ _ _ _ _
15. KMLI _ _ _ ○
16. SCRREAKC _ _ _ _ _ _ _ ○

The Secret Words Are _ _ _ _ _ _ _ _ _ _   _ _ _ _ _ _

Student Activity 2

MAKE YOUR MUNCHIES COUNT

Some people are super snackers; they snack all day long. Put yourself in one super snacker's place for a day. Nibbling throughout the day can supply 100 percent of the RDAs if you plan ahead. How close can you come to meeting your body's nutritional needs without eating any regular meals? Read the situations below and jot down your snack choices. Look up the nutritive values of the snacks you choose and compare with the established Recommended Dietary Allowances (RDAs). How well do your munchies match up to the RDAs?

1. You overslept again! Do you grab an orange as you race out the door or a chocolate almond candy bar from the vending machine at school?

2. It's 10 a. m. and you're in a slump. You feel that you need a pickup between classes. As you walk by the vending machine, do you stop to purchase a package of sunflower seeds or a bag of potato chips?

3. In foods lab just before lunch you are experimenting with snacks. Do you sample the home-baked bran cereal muffins or the chocolate chip cookies your friend offers you?

4. You must squeeze in a quick 10-minute lunch to make it to the committee meeting on time. You can grab a corn dog, a tuna salad sandwich, raisin-carrot salad, French fries, milk, or cola. Which choices do you make?

5. At midafternoon break you run by the cafeteria in time to purchase a snack. Only bananas, fruit cocktail, chocolate pudding, cheese and rye wafers, and brownies are left. Which do you choose?

6. You're finally home. You need a snack to tide you over. A raid of the refrigerator reveals a piece of chocolate pie, a cold drink, a container of yogurt, fresh broccoli, carrots, and cauliflower, cottage cheese dip, and a hard-cooked egg. Which do you choose?

7. You need munchies while watching the Friday night movie. There's a bowl of fresh apples, ice cream, pretzels, and corn chips in the kitchen. Which do you choose?

8. Before bed you are craving a snack. The refrigerator reveals leftover chicken, cheesecake, bread, apple juice, and lemonade. What do you choose?

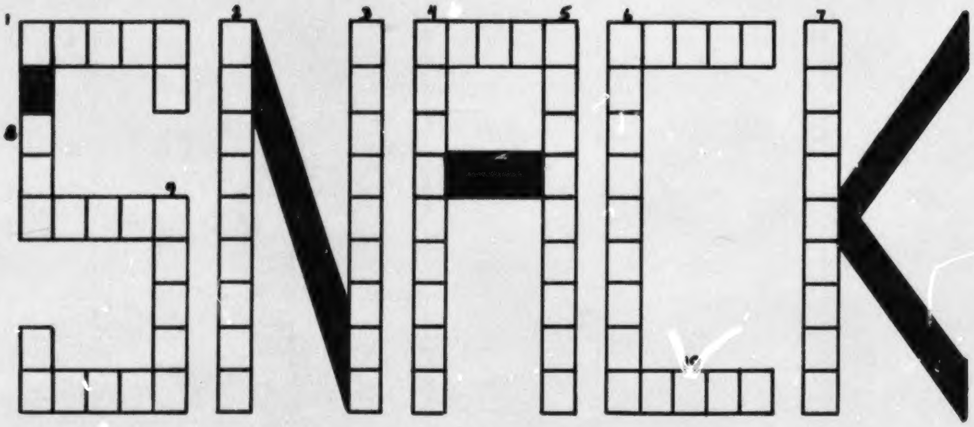
Use the following table to record your snack choices. Look up the nutritive values of the snacks you chose and compare with the established Recommended Dietary Allowances.

	Nutrient Contributions				
Food Item	**Protein** (g)	**Calcium** (mg)	**Iron** (m)	**Vitamin A** (IU)	**Vitamin C** (mg)
RDA Calculators					
Male	56 g	1200 mg	18 mg	5000 IU or 1000 RE	60 mg
Female	46 g	1200 mg	18 mg	4000 IU or 800 RE	60 mg

Student Activity 3

SNACKS COUNT

DIRECTIONS
Fill in the puzzle using the appropriate words. Some items will continue in another direction to complete the word.



Across

1. A nutritious snack choice high in iron.
4. A source of roughage found in whole-grain snacks.
6. Most of the food people eat is consumed at ________.
10. A low-sugar snack that is nutritious if eaten without butter or salt is________corn. (Try it with Parmesan cheese.

Down

2. Eaten raw with dip, this snack is packed with nutrients.
3. A crunchy corn snack which is higher in salt and fat than in nutrient contributions to the diet.
4. A source to use in planning snack choices, The Daily _______ _________.
5. Red fruit that grows on a bush and makes a nutritious snack.
6. A lowfat cheese that makes an excellent snack to eat with whole-grain crackers.
7. An empty-calorie snack popular with teens.
8. Nutrient found in snacks from the Vegetable and Fruit Group.
9. These snacks contain a variety of nutrients that contribute to a balanced diet.

Student Activity 4

NUTRITIOUS SNACK CAMPAIGN

DIRECTIONS
Write five ideas for nutritions snack campaign slogans in the spaces provided. Using the best idea, develop fact sheets, posters, campaign buttons, and name tags to promote nutrition snacks. Here are a few ideas to get you started:

Watch Your Mouth (large mouth full of snacks)
Balance you Snacks (juggler)
Manage Your Munchies (boss giving orders to snacks)

1.

2.

3.

4.

5.

Dietary Guideline 3:

AVOID TOO MUCH FAT

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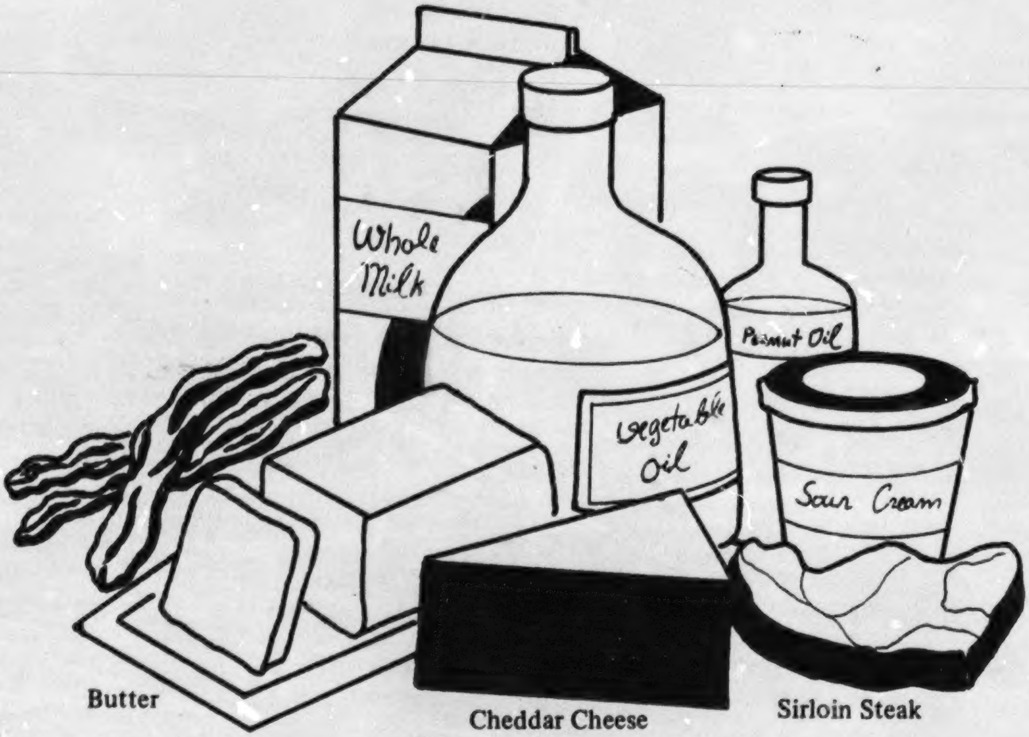
Student Activity 1

FAT FIND

DIRECTIONS
Find the fats in the picture below. At the bottom of the page, classify the foods into saturated or unsaturated fats. List lowfat alternatives to substitute for the saturated fats.


Whole Milk
Peanut Oil
Vegetable Oil
Sour Cream
Butter
Cheddar Cheese
Sirloin Steak

SATURATED FATS	SUBSTITUTIONS FOR SATURATED FATS	UNSATURATED FATS

Student Activity 2

A LOOK AT THE “LIGHT” FOODS

DIRECTIONS
Many new “lighter” versions of old favorites are appearing in the supermarkets. Cheese contains cholesterol and therefore may be restricted in some diets. Using the chart below note the calories, fat content (grams), protein (grams), and calcium (milligrams) of the cheeses.

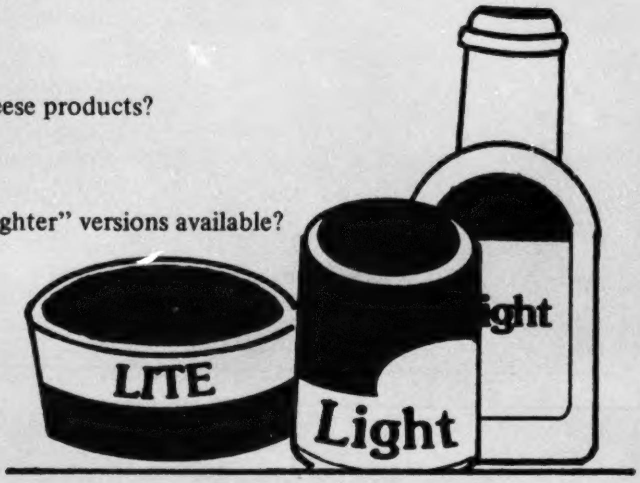
Type (1 oz. serving)	Calories	Fat (g)	Protein (g)	Calcium (mg)
Natural				
Process cheese				
Reduced-calorie cheese product				
Reduced-fat cheese product				
Reduced-cholesterol imitation cheese foods				

Check labels for information. After completing the comparisons, answer the following questions:

1. Are comparable amounts of nutrients, such as protein and calcium present in the “lighter” versions as compared to the natural product?

2. What are some menu uses for the “light” cheese products?

3. What are other food products which have “lighter” versions available?



Student Activity 3

TRIM OFF THE FAT

DIRECTIONS

Summer is approaching and Chuck wants to get in shape. He has started an exercise program but is still concerned about his food habits. He loves to snack on milk chocolate bars and peanut butter sandwiches. His salads are smothered in creamy dressings. Fried foods top his list of favorites, and he packs his lunch with bologna and cheese sandwiches. Whole milk disappears by the gallon at Chuck's house each week. Chuck asks your advise on his dietary habits. How would you answer these questions?

1. What guidelines would you give Chuck for reducing his caloric intake?

2. How would you calculate the caloric contribution of fats in his diet?

3. What substitutions would you suggest for his food patterns that would lower his fat intake?

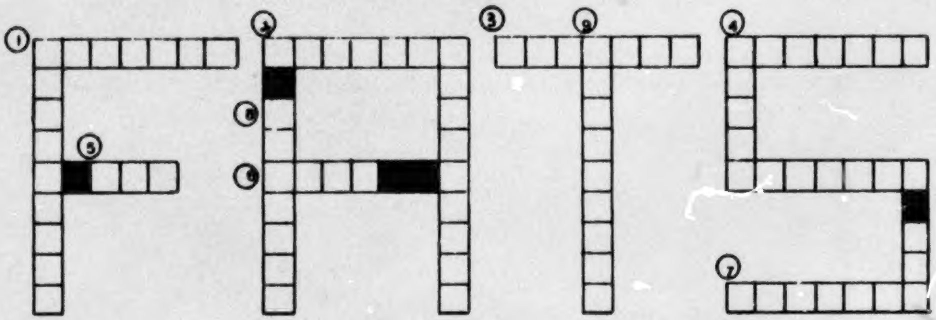
4. What low-calorie fats or fat substitutions are available for Chuck?

Student Activity 4

FAT FACTS

DIRECTIONS

Fill in the puzzle using the appropriate word related to dietary fats. Some items will continue in another direction to complete the word.



Across

1. A common Chinese cooking technique that maximizes nutritive value and minimizes fat required in preparation.
2. Foods such as vegetable oil, peanut oils, and corn oils.
3. Green fruit high in fat content.
4. Milk products high in butterfat content.
5. Round-bottomed, metal pan with high sides.
6. Type of fish high in fat when packed in oil.
7. Form in which the body uses fats to provide energy.

Down

1. Fats contained primarily in animal source foods.
4. Complex fat present in all animal tissues.
8. Feeling of fullness after eating.
9. Type of candy which contains "hidden" fat.

Dietary Guideline 4:

EAT FOODS WITH ADEQUATE STARCH AND FIBER

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Student Activity 1

WHAT DO YOU BELIEVE ABOUT STARCH AND FIBER ?

DIRECTIONS
If the statement is True, write T in the blank. If the statement is False write F in the blank.

_______ 1. Refined flour breads and cereals do not provide as much fiber as whole-grain breads and cereals.

_______ 2. Fish is a good source of fiber.

_______ 3. Fiber functions to help your body get rid of solid waste.

_______ 4. The skins and peelings of fruits and vegetables can furnish fiber in your diet.

_______ 5. Fiber-rich foods can provide all of the fiber you need in your diet.

_______ 6. Fiber helps your body develop strong teeth and gums.

_______ 7. "Roughage" is a common term used to refer to dietary fiber.

_______ 8. Fiber fills you up and can be an aid in weight reduction.

_______ 9. Complex carbohydrates are better for the body than simple carbohydrates.

_______ 10. "Starchy foods" are high in calories.

Student Activity 2

FIND THE FIBER

DIRECTIONS
Fill in the blanks to spell some fiber-rich foods. By including some of these foods in your daily diet, you can be assured an adequate intake of fiber.

1. B _ _ N Ⓕ _ _ K _ _
2. _ Ⓘ G _
3. Ⓑ _ N _ _ A
4. _ P _ L Ⓔ
5. Ⓡ _ I _ _ N S

6. C _ _ _ Ⓡ Y
7. B _ _ W N _ Ⓘ C _
8. _ P R _ Ⓒ _ T _
9. _ Ⓗ _ L E G _ _ _ N _ R _ A D

10. D _ I E _ Ⓕ _ U _ T
11. C _ R _ Ⓞ _ _
12. P _ T _ _ Ⓞ _ S
13. Ⓓ _ T _ S
14. Ⓢ _ S _ M _ _ E _ D _

Student Activity 3

PUT FIBER ON YOUR MENU

DIRECTIONS

Fiber can be added easily to your daily menus. Rewrite the following menus to include sources of fiber at each meal. Circle the fiber sources you added to the menus.

Morning
Orange juice
Puffed rice cereal
Buttered toast
Milk

Revised Morning Meal

Noon
Chicken salad sandwich
(2 slices bread)
Potato chips
Canned fruit cocktail
Sugar cookie
Milk

Revised Noon Meal

Night
Fried chicken
Fluffy white rice
Green beans
Roll
Milk
Brownie

Revised Night Meal

Snack
Corn chips with dip
Chocolate candy bar
Soft drink

Revised Snack

Dietary Guideline 5:

AVOID TOO MUCH SUGAR

Student Activity 1

MENU MODIFICATION

DIRECTIONS

Modify the menu below. For each underlined food suggest another food to replace it that would lower the sugar content. Use different foods or different preparation methods to replace the underlined words. At the bottom of the page, plan an enjoyable daily menu that is low in sugar.

MORNING	Peach Slices in Heavy Syrup Presweetened Cereal Coffeecake Chocolate Milk
MIDDAY	Peanut Butter and Jelly Sandwich Potato Chips Chocolate Cake Cola Drink
EVENING	Glazed Ham Steamed Broccoli Candied Sweet Potatoes Strawberry Jello Salad Hard Roll Apple Pie
SNACK	Caramel Popcorn Fruit-Flavored Punch

REVISED MENU

Remember: Keep your sugar intake to a minimum!

MORNING	MIDDAY	EVENING	SNACK

Student Activity 2

TRACK DOWN THE CULPRIT: SUGAR

DIRECTIONS
You must be a detective to identify hidden sugar in many processed foods. Ingredients listed on foods labels provide the clues you need to find the sugar content. Be a first-rate detective and find 10 foods that have sugar listed on the label. Record the name of the food, type of sugar, and whether sugar is ranked first, second, third, etc. on the label.

Food	Type Of Sugar	Rank Order Of Sugar
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

While you are sleuthing, find foods processed with no sugar added. (BEWARE OF HIDDEN SUGAR!)

1.

2.

3.

4.

5.

Student Activity 3

HOW SWEET DOES YOUR DAY BEGIN?

DIRECTIONS

Beware of hidden sugar in ready-to-eat-cereals! A one-ounce serving of a presweetened cereal can mean the addition of as much as one tablespoon of sugar to your cereal bowl. Analyze the labels of the ready-to-eat breakfast cereals to find out how sweet they really are. List below the names of eight popular breakfast cereals that contain sugar as one of the top three ingredients on the label.

Cereal Name	Sugar Position on Label
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

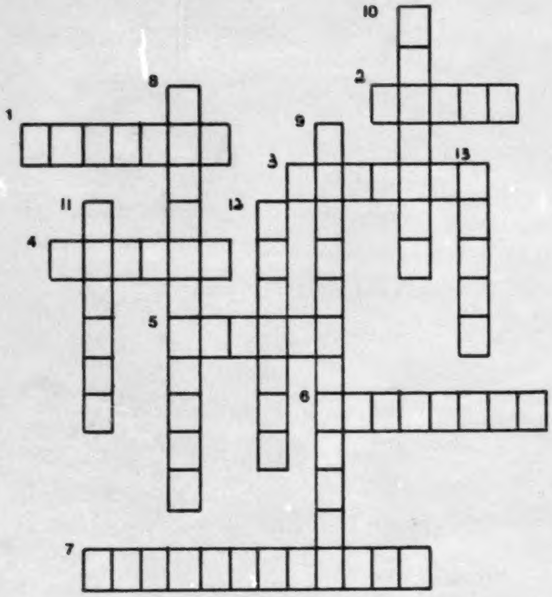
Where does sugar appear on the label of your favorite cereal?

What cereal can you choose to help reduce your sugar intake?

Student Activity 4

SUGAR SEARCH

DIRECTIONS
Fill in the puzzle using the appropriate words.



Across

1. Hormone that regulates the blood glucose level.
2. Popular food additive eaten in the quantity of about 128 pounds per year by the average American.
3. Milk sugar.
4. Damage to teeth related to sugar in the diet.
5. Complex carbohydrates in breads, pasta, and rice.
6. Failure of the pancreas to produce adequate amounts of insulin.
7. Overproduction of insulin in response to sugar intake.

Down

8. Contained in many processed foods.
9. Nutrient that supplies energy.
10. Blood sugar.
11. Yellow fruit that is a complex carbohydrate.
12. Refined table sugar.
13. Calories that provide few or no nutrients.

Dietary Guideline 6:

AVOID TOO MUCH SODIUM

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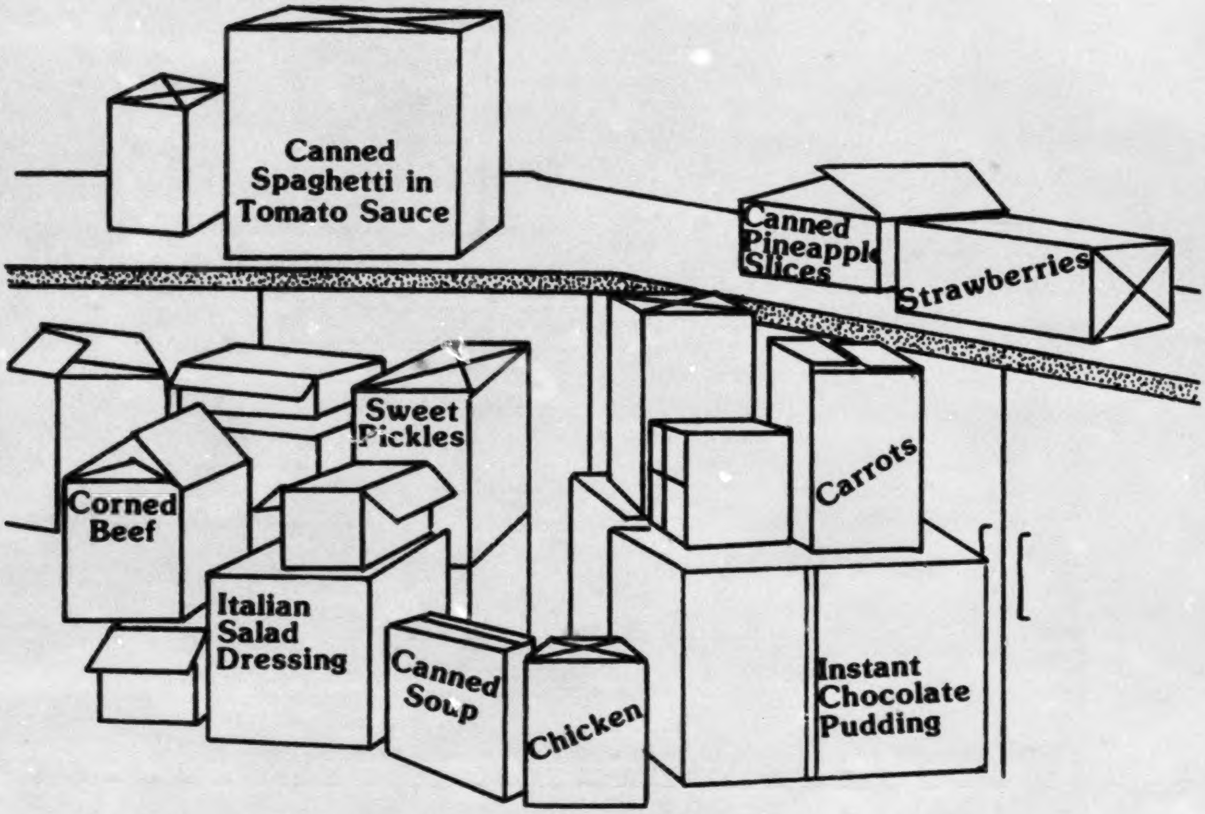
Student Activity 1

WHERE IS THE SODIUM?


Canned Spaghetti in Tomato Sauce
Canned Pineapple Slices
Strawberries
Sweet Pickles
Corned Beef
Carrots
Italian Salad Dressing
Canned Soup
Chicken
Instant Chocolate Pudding

Surprise! Although you don't see a salt shaker in the picture above, sodium in the form of salt is hidden in many of the foods pictured. Of these foods which six contain the highest sodium content?

1. 3. 5.

2. 4. 6.

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Student Activity 2

WHAT'S ON THE LABEL?

DIRECTIONS
Foods which contain no table salt and don't taste salty may have lots of hidden sodium. Analyze the labels on the following foods and list ingredients which indicate a high sodium content. Look for the words "soda" or "sodium," or the symbol "Na" on the labels.

FOOD	HIDDEN SODIUM
1. Canned tuna	
2. Instant pudding and pie filling	
3. Canned soup	
4. Baking powder	
5. Bouillon cubes	
6. Italian salad dressing	
7. Cottage cheese	
8. Sauerkraut	
9. TV dinner	
10. Frankfurters	
11. Processed American cheese	
12. Ketchup	
13. Baking soda	
14. Corned beef	

Student Activity 3

WHAT ABOUT SODIUM?

DIRECTIONS
Find the words in this scramble that match the definitions below. Fill in the blanks following each definition with the correct word. It's a good way to find out what you know about sodium.

T O Z H W A S R O S U L G D I A
R D W S Y U P T B H A A F H J I
E K Q M R P U R Z B C B O G W E
L H B I J M E O Q T K E V I A L
E W U L A H C R Z S B L E A T G
C J L K M N D P T Y H F R I E K
T N C G O W D L O E R E J U R C
R P T V X U A M U Z N P G I B M
O I L K K S L F N E O S V F A H
L Z S X U R E Q I T E R I S L D
Y Q H J R L S W O C N D P O A J
T S T P U D D I N G T W Z Q N F
E Y K P Q U X Y Z A Y H A B C B
S U X U G M N P R O C E S S E D

1. Foods which tend to be high in sodium. _ _ _ _ _ _ _ _ _ foods
2. Health hazard related to high sodium intake. _ _ _ _ _ _ _ _ _ _ _ _
3. An excellent substitute for salt to flavor foods. _ _ _ _ _
4. Minerals such as sodium that aid in circulating fluid around the body and into and out of cells. _ _ _ _ _ _ _ _ _ _ _ _
5. A form of sodium that is used to season foods. _ _ _ _
6. A food which contains sodium naturally. _ _ _ _
7. A sweet dessert that contains sodium but does not taste salty. _ _ _ _ _ _ _ _
8. Major function of sodium in the body. _ _ _ _ _   _ _ _ _ _ _ _
9. A source of information in determining the sodium content of foods. _ _ _ _ _
10. A meat high in sodium usually eaten on a bun. _ _ _ _ _ _

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Student Activity 4

SODIUM SEARCH

DIRECTIONS
Please take a few minutes to fill out this questionnaire. There are no right or wrong answers. Please share your knowledge and practices regarding sodium. Thank you.

School ____

1. Age ________ Grade ________ Sex ________

2. Do you add salt to foods before tasting? Yes ________ No ________

3. Have you ever been told to reduce your salt intake? Yes ________ No ________
Why?

4. What major health problem is associated with high salt intake?

5. Which of the following foods are high in salt content? (Please check all you think apply.)
________ pudding
________ bacon
________ apple
________ canned soup
________ chicken
________ dill pickle

6. Do you substitute herbs and spices (such as cinnamon, pepper, oregano, nutmeg) for salt to flavor foods? Yes ________ No ________

7. What is the recommended dietary intake per day for salt?
1-3 grams ________ (1000-3000mg)
4-6 grams ________ (4000-6000 mg)
7-9 grams ________ (7000-9000 mg)

Student Activity 5

FLAVOR FUN

DIRECTIONS
Unscramble the letters below to form fourteen words. Then place the circled letters in the blanks at the bottom of the page to find another important word. After all the words have been unscrambled, write a food beside each term which may be flavored with it.

SCRAMBLED TERM	FLAVORING MATERIAL	FOOD TO BE FLAVORED
1. MYHTE	_ ○ _ _ _	____________________
2. RIGGEN	_ _ _ _ ○ _	____________________
3. MERROSAY	_ _ _ _ _ _ ○ _	____________________
4. SLAIB	○ _ _ _ _	____________________
5. FROSFAN	○ _ _ _ _ _ _	____________________
6. PRAPKIA	_ ○ _ _ _ _ _	____________________
7. NICAMNON	_ _ _ ○ _ _ _ _	____________________
8. LIDL	○ _ _ _	____________________
9. GESA	○ _ _ _	____________________
10. SLAIPCLE	_ _ _ _ ○ _ _ _	____________________
11. LICHI WODERP	_ _ _ _ ○ _ _ _ _ _ _	____________________
12. SLEVOC	○ _ _ _ _ _	____________________
13. TEGNUM	_ _ _ _ ○ _	____________________
14. SRAMTUD	_ _ ○ _ _ _ _	____________________

Mystery Words: _ _ _ _ _   _ _ _   _ _ _ _ _ _

Dietary Guideline 7:

IF YOU CHOOSE TO DRINK, DO SO IN MODERATION

Student Activity 1

STUDENT SURVEY ON DRINKING ATTITUDES AND PRACTICES[1]

DIRECTIONS
For each item below, place a check in the appropriate blank or supply the information requested. DO NOT WRITE YOUR NAME ON THIS SURVEY.

Age ________ Classification ________

Do you drink alcoholic beverages? Yes ________ No ________

How old were you when you first started drinking (as opposed to tasting or sipping)?
Age ________

How often do you get intoxicated or drunk?
________ I have never been drunk.
________ Once or twice
________ Occasionally
________ Once a month
________ Once a week
________ More than once a week

Where do you usually drink alcoholic beverages?
________ Club or bar
________ Friends' houses
________ Car
________ My house
________ Party
________ Other, specify ________________________________

[NOTE: Use such a survey only with local permission.]

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[1] Adapted from SMILE: Student Myth-Information and Learning Experiences, An Alcohol Awareness Campaign (Austin, TX: Texas Commission on Alcoholism, 1981).

Student Activity 2

WHAT IS A DRINK?

DIRECTIONS
Ask five people you know to define a "drink." Record each person's response. Using a different color pen, underscore or highlight key words in each person's definition.

Person 1:

Person 2:

Person 3:

Person 4:

Person 5:

What foods do you typically eat before you drink?

What foods do you typically eat while you are drinking?

Do you believe the amount of alcohol you drink will have any long-term effect on your body?
Yes ________ No ________

Do you sometimes choose nonalcoholic beverages when others around you are drinking alcoholic beverages? Yes ________ No ________
If so, what do you choose? ________

Should a pregnant woman drink alcoholic beverages? Yes ________ No ________

Do you know an adult whose health has been damaged by alcoholic beverages? Yes ________
No ________

What is the best way to "sober up" someone who has had enough alcohol to become drunk?

Student Activity 3

ALCOHOL AND NUTRITION EXPERIMENT

DIRECTIONS

Compare the amounts of food consumed by mice injected subcutaneously with .5 cc of 40% ethyl alcohol daily, and a control group given no alcohol. Weigh and measure the mice weekly. Watch for any signs of nutritional deficiencies.

Mouse No. ________

Food Consumed	Weight	Length	Appearance
Week 1			
Week 2			
Week 3			
Week 4			

Mouse No. ________

Food Consumed	Weight	Length	Appearance
Week 1			
Week 2			
Week 3			
Week 4			

Mouse No. ________

Food Consumed	Weight	Length	Appearance
Week 1			
Week 2			
Week 3			
Week 4			

Mouse No. ________

Food Consumed	Weight	Length	Appearance
Week 1			
Week 2			
Week 3			
Week 4			

Mouse No. ________

Food Consumed	Weight	Length	Appearance
Week 1			
Week 2			
Week 3			
Week 4			

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